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ABSTRACT

This research study was conducted to determine the effectiveness of the Coordinated Vocational Academic Education Program (CVAE) which was introduced in Texas to meet the needs of secondary level students who were unsuccessful in traditional educational programs. The purpose of the study was to gather information from the schools offering CVAE over the six years of its existence and to evaluate the findings. The CVAE program provided vocational courses to prepare students for semi-skilled jobs and also provided modified academic courses with practical application to the vocational courses. Questionnaires were mailed to the schools identified as containing CVAE for completion by supervisors and teachers. Questionnaires for CVAE students and former students were distributed during school visitations made to 20 percent of the surveyed schools. This report compiles and compares the collected data. In the schools visited, 35 percent of the academic programs were judged to be failing, 32 percent were judged successful, and the remainder were progressing or improving. Most vocational programs were found to be successful, with only 6 failing. Programs judged to be most successful were used for comparative analysis. However, as teachers of successful programs returned more questionnaires than teachers of failing programs, significant conclusions could not be drawn. (MF)

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EVALUATION OF
COORDINATED VOCATIONAL-ACADEMIC EDUCATION
IN TEXAS

A research study conducted under contract to
the Texas Education Agency

VT 021 054

Paris Junior College
Paris, Texas
June, 1973

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Evaluation of
COORDINATED VOCATIONAL-ACADEMIC EDUCATION
in Texas

A Research Study Conducted Under Contract To

The Texas Education Agency

Mrs. Vonda June Preston
Research Director

Mrs. Sharon Rambo
Mrs. Mary Lou Williams
Research Assistants

Paris Junior College
Paris, Texas
June, 1973

Special appreciation to:

Mrs. Mary Ann Ericsson
Mrs. Gertrude Gilbreath
Project Typists

EVALUATION OF COORDINATED VOCATIONAL-ACADEMIC EDUCATION IN TEXAS

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EVALUATION OF COORDINATED VOCATIONAL-ACADEMIC EDUCATION IN TEXAS

The Texas Education Agency approved a grant in March, 1972, to be completed by June 30, 1973, and contracted with Paris Junior College for a research study of the existing Coordinated Vocational Academic Education Program (hereafter referred to as CVAE) in Texas, to determine the effectiveness of the program in meeting the goals and objectives for which it was established. CVAE was first introduced in Texas to meet the needs of secondary level students who were unsuccessful in traditional educational programs. In the six years since the program was first introduced, the increase in the number of schools offering CVAE would indicate that the program has met the needs for which it was established, but no formal research had been conducted to determine its strengths and its weaknesses. The purpose of this study has been to gather information from the schools in which CVAE has been included, and to evaluate and organize the findings to reveal areas of strength and weakness.

The original concept of CVAE was a combination of vocational and academic instruction for the student possessing academic, socio-economic, or other handicaps which prevented his success in the traditional endeavors. The program was initiated to provide vocational courses which would prepare students for gainful employment in jobs requiring semi-skilled knowledge and training, and to provide modified academic courses which would meet the needs of the students and provide practical application to the vocational courses offered.

Recognition of varying needs of the local schools in relation to location within the state, industrial or agricultural environment and available employment opportunities resulted in a flexible organization. Initially, schools were unrestricted in setting up their CVAE programs as long as the courses provided for the student needs and were included in the CVAE clusters listed by the Texas Education Agency. More recently, standards have been set up by vocational divisions within the agency (Vocational Office Education, Homemaking, Agriculture, and Industrial) to provide guidelines for establishing and maintaining CVAE programs within each division.

The objective of this project, as presented in the proposal, was to determine the extent to which the CVAE programs are fulfilling the purposes for which they were established:

1. To prepare students for gainful employment in jobs requiring semi-skilled knowledge and training.
2. To provide non-traditional academic courses to meet the needs of CVAE students, academic courses with practical application to the vocational courses offered.

In a preliminary study, questionnaires were developed for the CVAE administrative supervisors, CVAE teachers (both vocational and academic) and CVAE students. Twenty-nine schools were selected at random from across the state to field test the research instruments, and 25% of these schools were visited. Returned questionnaires were processed, and a report was compiled which was presented to the Texas Education Agency in September, 1972. Findings from the sample study and information from the personal interviews were used as a basis for evaluation and revision of the questionnaires.

Revised questionnaires for the CVAE administrative supervisors and CVAE teachers, both vocational and academic, were mailed to the 381 schools (listed in the appendix on p. i) in Texas which had been identified during the 1971-72 school year as containing CVAE. Questionnaires mailed to the building principal of each school for distribution included one questionnaire for the CVAE administrative supervisor, a questionnaire for each vocational teacher and four academic questionnaires per vocational unit in the school. A modified administrative questionnaire was mailed to each vocational director/administrator who supervises CVAE programs in three or more schools. A letter from the associate commissioner for Occupational Education & Technology explaining the purpose of the study and one from the research director explaining the procedure to be followed were mailed to the administrators with the questionnaires. Business reply envelopes were provided for the questionnaires to be returned individually by each administrator and teacher. Qeustionnaires for students currently enrolled in CVAE and former CVAE students (in-school and out-of-school youth) were distributed during personal visitation.

Visitation was made to 20% of the schools containing CVAE. The findings of the visitation team were processed separately from questionnaire data and are presented as a separate section of this report.

. The following report is a compilation of data received from personnel involved in teaching CVAE or supervising programs in 82.5% (161) of the 195 school districts containing CVAE in Texas. The questionnaires were mailed to 381 elementary, junior high, and senior high schools. Data was processed from 177 returned administrative questionnaires representing 69% of the school districts. Twenty-two of the 24 vocational directors who supervised CVAE in three or more schools within one school district returned questionnaires. Four hundred and four (61.5%) of the 655 vocational teachers returned questionnaires, and 402 of the academic teachers did, also. Fifty-eight vocational teachers completed questionnaires intended for the academic teacher, so separate processing was required. Comparison of the two sets of vocational data reveals essentially the same item percentage; therefore the report refers to the bulk of the processed vocational data from the 346 questionnaires completed on the correct form. Eight hundred and eighty-one student questionnaires were received from students currently enrolled in CVAE and 17 from former students (11 in-school and 6 out-of-school).

Raw data from all questionnaires and question cross-references are located in the appendix. Where helpful in the text of the report, references are made in parenthesis at the end of paragraphs. Such references include an abbreviation designating the administrative (Adm), vocational (Voc), academic (Aca) or student (Stu) questionnaire; the question number(s); and the page number(s) in the appendix from which figures are quoted. References to figures appearing in question cross-references are designated by the abbreviation "x-ref."

A comparison of vocational and academic programs judged successful or failing is included in this report. Of the 74 schools visited, 26 (35%) of the academic programs indicated failure based upon comments by the administrators, teachers, students, and judgment of the visitation team. Twenty-four (32%) were judged successful, and the remaining programs were progressing and improving. Most vocational programs were found to be successful, with only six failing. Programs that were judged to be most successful were used for the comparative analysis.

Teachers of successful programs were found to complete and return more questionnaires than teachers of failing programs. Fifteen questionnaires from successful academic teachers and 24 from successful vocational teachers were processed. Failing programs were represented by questionnaires from nine academic teachers and four vocational teachers.

There are too few questionnaires from failing programs for significantly important conclusions to be drawn; therefore, it must be understood that all conclusions drawn from the comparison of successful to failing programs are based upon inconclusive data. Further research in the area of program success is recommended. Such comparisons and inferred conclusions are presented under the subheading "effect" at the end of each division discussion.

Two hundred and two question cross-references were processed and are on file, 54 were found to have significance and are included in the appendix of this report.

CLUSTER UNITS

Personal interviews with administrators conducted during the sample study indicated that students have a greater tendency to drop out of school at the junior high school level. If a student is two years below his grade level in junior high, he is usually sixteen years of age and is not likely to continue his schooling in the traditional academic program; therefore, the first CVAE programs introduced in a school system are usually included in junior high. Many administrators and teachers expressed a need for additional CVAE units, especially on the high school level, to bridge the gap for CVAE students between junior high CVAE and regular high school vocational courses or CVAE cooperative part-time programs.

The revised questionnaire mailed to all the schools containing CVAE attempted to elicit from CVAE personnel an indication of areas in which additional CVAE vocational programs were needed, and at which grade levels. Specific program needs and needed units not offered by TEA were requested based upon the frequency of response to items on the sample questionnaire.

Questionnaires returned by the 404 vocational teachers represent the following CVAE clusters being taught in the four vocational divisions (the number of clusters supervised by the 177 administrators returning questionnaires is indicated in parenthesis):

Agriculture - 5.72 (5.38)
11 (14) Farm & Ranch Mechanical Repair
11 (7) Horticulture

Vocational Office Education - 8.85 (10.26)
34 (40) Office Duplication

Homemaking - 23.69 (27.18)
10 (20) Clothing Services
0 (0) Commercial Lodging
9 (22) Food Service
71 (60) Home & Community Services
1 (4) Home Furnishings

Industrial - 58.59 (53.84)
8 (16) Building Maintenance
3 (2) Commercial Display & Decoration
39 (28) Cooperative Part-Time Training
63 (64) Construction Trades
4 (5) Furniture Repair & Upholstery
93 (80) Mechanical Repair
0 (1) Marine Representative
15 (14) Metal Trades

12 (13) Other - 3.12 (3.33)

Based upon questionnaire respondents, three clusters are predominant -- mechanical repair, home and community services, and construction trades. Administrators and vocational teachers indicate a combination of these clusters make up more than one-half of the approximately 390 clusters represented by this study. (Adm 7, p. 32; Voc 2, p. 30)

Sixty-eight percent of the administrators and 86% of the vocational teachers feel their current clusters represent the job demands of their areas, and 72% of the students say they are interested in obtaining a job requiring the same type of work they are learning in CVAE. (Adm 62, p. 52; Voc 69, p. 98; Stu 4, p. 125)

Selection

Three factors are most often found contributing to the selection of clusters for CVAE programs in individual schools. An occupational survey to determine the area job market was conducted for 102 (33%) of the present programs. Seventy-seven administrators (25%) indicate personal judgment was considered in the selection, and 65 administrators (21%) indicate recommendations of their advisory councils were a contributing factor. The area program supervisor is the person most administrators (42%) would contact if expanding or redirecting a CVAE program. (Adm 61, 67, pp. 52, 53)

CVAE programs are offered most often at the lower grade levels. Almost 64% of the programs for boys are found at the junior high level, while less than 18% of the programs offer CVAE at the eleventh and twelfth grades. Girls have slightly more opportunity for CVAE in the eleventh and twelfth grades (22%), yet a majority of girls' programs (60%) are at the junior high level. Of the student questionnaires processed, 58% of respondents (502) classified themselves as junior high students (seventh, eighth, and ninth grades), and 42% (360) as senior high students (tenth, eleventh and twelfth grades). (Adm 8, p. 33; Stu 1, p. 125)

Interestingly, the industrial area is seen as the primary area of need for additional units for girls as well as boys by the academic teachers, with more than half of them recommending additional industrial units at the seventh and eighth-grade levels. (Aca x-ref, 65A-66A, 65B-66B, p220)

Grade levels in which additional CVAE programs are needed.

Boys:	7-8	9-10	11-12
Adm	149 (39.21)	149 (39.21)	82 (21.58)
Voc	65 (35.91)	64 (35.36)	52 (28.73)
Aca	98 (44.44)	63 (35.00)	19 (10.56)

Girls:	7-8	9-10	11-12
Adm	136 (36.66)	149 (40.16)	86 (23.18)
Voc	60 (38.71)	52 (33.55)	43 (27.74)
Aca	102 (56.67)	60 (33.33)	18 (10-00)

Note: Administrative questionnaire did not use the word "additional" in the question. Further analysis of additional unit recommendations is located in the appendix. (Voc x-ref 64A-65A & B, and Aca x-ref 65A-66A & B, p. 220)

Vocational teachers see the need for additional units at a relatively even distribution throughout the grade levels. Administrators and academic teachers see a greater need at the lower levels for both boys and girls than in the last two years of high school; therefore, the impetus is on the establishment of more CVAE units in the lower (seventh and eighth) grades. This trend seems to indicate that administrator and academic teachers feel the needs of junior high level students must first be met before expansion of CVAE to the upper grades. Fifty-nine percent of the administrators indicate that they have 15% or more of their student body eligible for CVAE but not enrolled, and 15% of them have more than 30% of their student body needing CVAE courses. (Adm 66, 10, pp. 53, 34; Voc 65, pp 96, 97; Aca 66, p. 118)

While indications are that most programs need additional CVAE units, administrators see that as a greater need than do the CVAE teachers. Only 16 (9%) of the administrators say no additional CVAE units are needed while 85 (25%) of the vocational teachers and 75 (21%) of the academic teachers feel present units are sufficient. Of clusters currently offered by TEA, industrial, homemaking, and cooperative are most often designated as additional needs by administrators and teachers. (Adm 65, p. 53; Voc 64, p. 96; Aca 65, p. 118)

Concerning programs not currently offered by TEA, need for specific clusters is indicated 185 times by administrators, 220 times by academic teachers and 198 times by vocational teachers. The new clusters most often mentioned would provide more programs for girls (by 39% of the administrators, 12% of the academic teachers and 13% of the vocational teachers). Paint and body repair is also frequently requested (19% of the administrators, 15% of the academic teachers, and 14% of the vocational teachers). (Adm 65, p. 53; Voc 64, p. 96; Aca 65, p. 118)

Administrators indicate the major problem in establishing additional CVAE programs concerns facilities. Sixty-nine percent of the administrators say the reason they do not have additional programs where needed is related to facilities. Forty percent of the administrators indicate they have no facilities to expand, and 29% report that there are no funds available for addtional facilities. (Adm 11, p. 34)(Also see Facilities and Funding in this report)

Discontinued Units

Information about discontinued CVAE units was requested from 14 schools (listed on page 138) which were no longer identified as having CVAE programs in the TEA unit book for 1971-72. Eight of these schools responded, and an additional letter was received from a school not previously identified as one having discontinued units. Four units were discontinued for lack of interest and one because of the reduction of enrollment. In one school the CVAE unit was moved from the middle school to the high school. Indication that the program was "too expensive" was received from two schools, and three schools still had their CVAE units.

Complete information received from the six schools that had discontinued CVAE units is in the appendix on page 138.

Summary

Area occupational surveys and administrative personal judgment have usually determined the CVAE clusters now in programs at the local school level. Mechanical repair, construction trades, and home and community services constitute slightly more than one-half the clusters in current programs. Most individual clusters represent area job demands and accommodate student interest. CVAE programs are most often offered at the junior high level.

Need for additional CVAE clusters is indicated by a large majority of CVAE personnel. Industrial, home and community, and cooperative part-time programs are areas usually specified for additional cluster needs. New clusters which CVAE personnel feel should be added to the TEA approved list are most often additional programs for girls, and paint and body repair. A majority of administrators have 15% or more student body eligible for CVAE, but lack of facilities is the major hindrance to individual CVAE program expansion.

SUPERVISION

The freedom originally granted in the establishment of CVAE programs has resulted in diversity in supervision at the local school level. This study endeavors to examine supervision as it is now handled after six years of CVAE development.

Administrative questionnaires and visitation indicate school principals are predominant in the supervision of local school CVAE programs. As direct supervisors of programs, 86 principals (49%) and seven assistant principals (4%) completed and returned questionnaires. Forty-six (26%) of the questionnaires were completed by vocational director/administrators as direct supervisors of CVAE, although vocational director/administrators are on the staff of 118 (70%) of the responding schools. Twenty administrative questionnaires (11%) were completed by vocational counselors, and the remaining 25 (14%) were completed by various members of school staffs. (Adm 2, 4, p. 31)

Administrators indicate that one individual usually supervises both vocational and academic phases of CVAE (59% of the time). In the cases of divided supervision, principals are designated as the supervisors of the "other phase" by 42 (64%) of the respondents. Vocational directors who supervise CVAE usually (70%) supervise the vocational phase only, with the principal (76%) most often supervising the academic phase. (Adm 2, 5, 6, pp. 31, 32)

A majority of the administrators (86%) have supervised the CVAE program for more than a year, while most of them have supervised the program for two to three years. Approximately one-fourth of the administrators have supervised CVAE for four to five years. (Adm 3, p. 31)

CVAE teachers do not indicate principals as supervisors to the same degree as administrators. Only 22% of the vocational teachers and 37% of the academic teachers designate the principal as their immediate supervisor. In schools which have a vocational director, 54% of the vocational teachers designate him as their supervisor; the supervision of the academic phase is divided among the principal (28%), vocational director (28%), and other vocational personnel (26%). When there is no vocational director in the school, the principal is designated supervisor by 68% of the academic teachers and 48% of the vocational teachers. (Voc 38, 39, p. 89; Aca 39, 40, pp. 111, 112; Voc x-ref 38-39, p. 197; Aca x-ref 39-40, p. 211)

It is noted, however, that both groups of teachers go to the principal for program support more often than to any other individual. While 22% of the vocational teachers name the principal as their supervisor, approximately 35% say they go to the principal more often for support. Likewise, 37% of the academic teachers designate the principal as their supervisor but 50% seek his support most often. (Voc 39, 41, p. 89; Aca 40, 42, pp. 111, 112)

Vocational director/administrators are designated immediate supervisors by vocational teachers (41%) more often than any other administrator. Twenty-two percent of the academic teachers also designate the vocational director/administrator as the supervisor. Of the teachers who are supervised by vocational directors, 53% of the vocational teachers and 19% of the academic teachers most often seek his support. (Voc x-ref 39-41, p. 201; Aca x-ref 40-42, p. 213)

Academic teachers often seek suport from other CVAE teachers--72 (18%) indicate that they go to other academic teachers, and 79 (20%) report they go to vocational teachers. Rarely (6%) does a vocational teacher go to another CVAE teacher for support, but when one does, it is most frequently (11 of 19) because the supervisor is unknown. Three percent of the vocational teachers and eight percent of the academic teachers do not know who their immediate supervisor is. Two percent of the vocational and nine percent of the academic teachers go to no one for support. In spite of the inconsistency found in relation to supervisory title and program support, a large majority of both groups of teachers (approximately 93% of the vocational teachers and 88% of the academic teachers) indicate they have the enthusiastic backing and support of their supervisors and administrators. (Voc 42, 43, p. 112; Aca 43, 44, p. 90; Voc x-ref 39-41, p. 201; Aca x-ref 40-42, p. 213)

A discrepancy is found in the number and frequency of supervisory visits as indicated by administrators and CVAE teachers. Thirty-six percent of the administrators report they make 10 to 20 visits per semester to the academic classrooms for supervisory purposes, and 26% indicate they make over 20 visits. Forty-six percent of the academic teachers believe they have no supervisory visits, 10% indicate from 10 to 20, and three percent report they have over 20. The discrepancy is less pronounced in the case of vocational teachers, although it still exists.

Eight percent of the vocational teachers show no visits, 39% indicate 10 to 20 visits, and 16% indicate over 20. Forty-seven percent of the administrators indicate they visit the vocational classes 10 to 20 times a semester and 27% visit over 20 times. (Adm 12, p. 34; Voc 40, p. 89; Aca 41, p. 112)

It is evident from all questionnaires that vocational classes receive more supervisory visits than academic classes. Teachers indicate an average of 12 visits per vocational teacher compared with an average of four visits per academic teacher. Administrators denote an average of 15 visits to the vocational units and nine to the academic teachers. Principals and vocational directors are the persons most often making supervisory visits -- seeing 63% of the vocational teachers and 58% of the academic teachers an average of 12-14 times a semester. Principals supervising academic teachers average five visits each semester and vocational directors average two visits per semester to the academic teachers they supervise. (Voc x-ref 39-40, p. 200; Aca x-ref 40-41, p. 212)

The following chart indicates the relationship found between the average number of visits, the percent of teachers seeking support from their supervisors and the percent of "no visits" recorded by each group. Academic teachers receive fewer supervisory visits and more of them receive no visits; therefore fewer of them seek support from their assigned supervisor.

	Average Number of Visits				Percent of Teachers Seeking Support From Their Supervisor		Percent of "No Visits" Recorded by Each Group			
	Voc		Aca				Voc		Aca	
	Adm	Tea	Adm	Tea	Voc	Aca	Adm	Tea	Adm	Tea
Superintendent	18	14	7	8	69%	33%	0	0	0	11%
Assistant	3	12	1	4	44%	8%	0	0	0	22%
Principal	15	12	16	5	66%	46%	1%	6%	0	32%
Assistant	15	4	14	4	50%	31%	0	0	0	36%
Vocational Director	25	14	12	2	53%	19%	0	8%	18%	53%
Vocational Supervisor	6	11	0	3	24%	21%	0	11%	0	53%
Vocational Counselor	20	17	10	4	62%	33%	6%	9%	21%	43%
Total	15 Avg	12 Avg	9 Avg	4 Avg	48%	38%	1%	8%	7%	46%

Academic teachers indicate that they are visited very little (an average of 2 visits per teacher) when the vocational director is their supervisor. More than half of them show that the vocational director makes no supervisory visits to their classroom. Academic teachers show a high percentage (43-53%) of no visits for all vocationally oriented supervisory personnel. (Voc 39-41, p. 89 ; Aca 40-42, p 111, 112)

Effect of Supervision on Successful and Failing Programs

Comparison after visitation of supervisory visits to programs judged successful with supervisory visits to programs seen as failing reveals no differences in the number of visits to vocational programs, but failing academic programs showed a difference in the number of supervisory visits. Teachers of failing academic programs receive an average of two visits per teacher, and successful programs receive an average of eight visits from supervisory personnel. Sixty percent of the teachers of successful academic programs go to their supervisor for support. These teachers receive more supervisory visits than the teachers who go to someone other than their own supervisor for support. Thirty-three percent of the teachers of failing programs go to their supervisor for support. This supports the judgment resulting from visitation that lack of interest and concern of the administrator has a direct relationship to CVAE failure. (Visitation report p. 92)

Questionnaires for administrators and both groups of teachers asked for indications of additional supervisory needs and needs for assistance from better informed personnel with CVAE experience. Of the 16 related items listed, no item is checked by a majority of all groups, and only three are checked by a majority of any one group. The ten items receiving the most emphasis are as follows:

	Adm	Voc	Aca
Experienced personnel to assist with developing instructional materials geared especially for CVAE	68%	49%	44%
A state CVAE vocational and academic specialist to give assistance to local programs	37%	42%	53%
Experienced personnel to assist with curriculum guides for individual courses	54%	27%	38%
A local coordinator of CVAE vocational and academic programs	28%	30%	38%
A local vocational counselor to aid students in career choices	27%	31%	34%
Experienced personnel to assist with coordination of vocational and academic phases	42%	27%	21%
Area CVAE teachers organizations to provide for exchange of instructional materials and ideas	24%	34%	31%
Area coordinator of CVAE vocational and academic programs	32%	26%	21%
Experienced personnel to assist with more realistic program guidelines	32%	18%	26%
An area CVAE consultant	37%	10%	24%

(Adm 78-81; Voc 44,45; Aca 45,46)

Summary

Principals are most often overall supervisors of local CVAE programs. Schools which have a vocational director use him as the direct supervisor of approximately one half of the vocational programs. The supervision of the academic phase in schools having vocational/directors is divided almost equally among the principal, vocational director, and other vocational personnel. Vocational directors supervise vocational programs with frequent visits and their teachers generally come to them for support; however, there is very little evidence of a positive supervisory relationship between vocational directors and academic teachers. In schools where there is not a vocational director, most of the CVAE teachers are supervised by the principal.

The individual designated by title as supervisor is not necessarily the person most often consulted by CVAE teachers. Both groups of teachers consult the principal more often than any other person for support. Teachers tend to go to their supervisor for support if he frequently visits their CVAE programs.

Administrators say the number and frequency of supervisory visits to CVAE classrooms is much greater than indicated by CVAE teachers. Regardless of the supervisory title, almost all supervisors visit vocational classes much more often than academic classes. Successful academic programs are found to have more supervisory visits than fail-

failing programs, while there is no difference in the number of visits in vocational programs.

Approximately one-half of the administrators and teachers feel a need for assistance from experienced personnel in developing instructional materials for CVAE, and many, particularly from academic areas, feel a need for a state CVAE vocational and academic specialist to assist local programs.

FACILITIES AND FUNDING

The sample study and visitation indicated most CVAE facilities and equipment meet vocational divisional standards as set up by TEA, with the exception of CVAE homemaking programs. This fact is corroborated by questionnaires from vocational teachers: 68% believe facilities meet the standards, 74% find equipment comparable to that used in commercial establishments and feel it meets division standards, and 93% indicate equipment is kept in good repair. Of the vocational teachers indicating their facilities do not meet TEA standards, 66% are teachers of home and community services. Home and community service teachers also represent 75% of the teachers who do not have commercial equipment and 53% of the teachers whose equipment is not kept in good repair. It is noted that CVAE homemaking programs make up only 22% of the total CVAE programs; therefore, a disproportionate percent of CVAE homemaking teachers do not have facilities that meet TEA standards.

CVAE homemaking teachers answered questions concerning facilities and equipment in the following way:

Do your shop or lab facilities meet the present division standards for your CVAE cluster as set up by TEA?

	Yes	No
Home and Community Services Teachers:	24 Yes (40.68%)	35 No (59.32%)
Clothing Services Teachers:	3 Yes	1 No
Food Service Teachers:	6 Yes	1 No

Do you have up-to-date equipment comparable to that used in commercial establishments, that meets the present division standards for CVAE programs?

Home and Community Services Teachers:
26 Yes (43.33%) 34 No (56.67%)

Clothing Services Teachers:
4 Yes 0 No

Food Service Teachers:
6 Yes 1 No

Is the equipment kept in good repair?

Home and Community Services Teachers:
34 Yes (56.67%) 10 No (16.67%) 16 Did not answer (26.67%)

Clothing Services Teachers:
3 Yes 1 Did not answer

Food Service Teachers:
6 Yes 1 Did not answer

(Voc 74-76, p. 99)

Almost identical percentages of administrators agree in relation to equipment; however, only 87 (49%) of the administrators indicate that all of their CVAE facilities meet division standards. Deficiencies are specified 43 times in shop space, 36 times in storage space, 35 times in laboratory space, and 25 times in equipment. These deficiencies are most often for industrial units (53%) and homemaking (31%). (Adm 70-73, pp. 54, 55)

Funding is the major problem in the area of facilities, not only for existing programs (58% of the administrators indicate a need for financial assistance in constructional costs), but also in expansion of CVAE programs. Seventy-nine percent of the administrators indicate a need for additional CVAE programs, and 93% of these respondents have no funds available to expand facilities. (Adm 69, 74, 75, pp.54, 55)

Other requirements for additional funds are also frequently designated. Fifty-six percent of the administrators indicate a need for financial aid to compensate for the lower teacher-pupil ratio required for CVAE academic teachers, and 45% express a need for financial assistance to reduce the academic teacher load. (Adm 68, p. 54)

During visitation it was found that many schools do not have modified academic programs for CVAE students because there is no compensation for the lowered teacher-pupil ratio of the CVAE academic teacher. Equal emphasis (40%) is placed by respondents on a higher reimbursement rate to establish additional programs to meet student needs and to offer greater assistance to reduce the school districts' cost per student. (Adm 69, p. 54)

Questionnaires were received from teachers in the following locations: (Voc 7, p. 61; Aca 9, p, 82)

Aca	Voc	
43%	48%	In junior high
44%	33.5%	In senior high
1%	12%	In the vocational complex
5%	2%	In elementary school

Vocational laboratories or shops are removed from regular classes more often than academic classrooms, yet all CVAE facilities are usually located with the regular school facilities. Only 13% of the administrators, 23% of the vocational teachers, and 4% of the academic teachers say their present location isolates CVAE students from the total student body. A similar minority (20% of the administrators, 17% of the vocational teachers, and 7% of the academic teachers) expressed dissatisfaction with the present location. No correlation can be assumed, however, for of the few indicating present locations as unsatisfactory, most specify a CVAE complex as more desirable (55% of the administrators, 90% of the vocational teachers, and 62% of the academic teachers). It is noted that the above data is contradictory to visitation findings which indicated isolation of academic classrooms has a direct relationship to CVAE stigma. (Adm 30, 31, p. 41; Voc 8, 10, 11, p. 82; Aca 10, 12, pp. 104, 105)

There is no relationship between the size of the school and the frequency of dissatisfaction with the location expressed by the CVAE teachers. Vocational teachers who are dissatisfied with the location of their laboratories or shops more often do not have their CVAE vocational units located with the regular vocational units, but not to a significant degree. The number (77) of academic teachers dissatisfied with their location is too small for analysis of preference. (Voc 1, p. 80; Aca 1, p. 103)

Administrative opinion is equally divided regarding feasibility of using regular vocational facilities for CVAE. Possible problems often designated are scheduling conflicts (47% of the administrators) and conflict over laboratory and shop equipment maintenance, storage, etc. (40% of the administrators). (Adm 76, 77, p. 55)

Summary

CVAE facilities and equipment usually meet vocational divisional standards as set up by TEA. The great need for CVAE program expansion creates a major area of concern, expressed in terms of inadequate space and/or lack of funds to implement expansion and additional programs.

Emphasis is also placed on insufficient funds to accommodate the higher cost per student in CVAE programs.

CVAE facilities are normally situated with regular facilities, and a large majority of CVAE personnel feels present locations are satisfactory.

Opinion concerning the feasibility of CVAE using regular vocational facilities is equally divided among administrators.

FACULTY INFORMATION

The vocational program was judged more successful than the academic program by the visitation team, administrators, and CVAE teachers. The following dissimilarities of academic and vocational teachers may be contributing factors in CVAE program success or failure.

The most significant data pertaining to faculty information found in the sample study was the difference between academic and vocational teachers. These differences were found in the areas of teacher selection for CVAE, formal education, teacher experience, CVAE training, and present teaching positions. The obvious need for further study resulted in the compilation of the following information:

Selection

The dissimilarity of academic and vocational teachers begins with their selection. A large majority of academic teachers (almost 90%) come into the CVAE program from the regular teaching staff. A reverse situation is found with the vocational teacher, since more than 80% are employed for the specific purpose of teaching CVAE. (Adm 14, p. 35; Voc 28, p. 86; Aca 29, p. 109)

The vocational teacher is most often selected because of his special skills (approximately 56%) while availability is listed more often than any other one factor in selecting academic teachers. It is noted that a deep desire to help students with learning and socio-economic disabilities was indicated in over 20% of the cases in selecting both academic and vocational teachers. (Adm 16, 17, p. 35)

Interestingly, teachers many times indicate the basis for their selection as different from that indicated by the administrators. The following table is presented for easy comparison: (Adm 16, 17, p. 35; Voc 30, p. 87; Aca 31, p. 109)

Vocational		Academic		
% Adm	% Tea	% Adm	% Tea	
20.07	24.74	25.11	38.59	Assigned because of availability
58.86	30.18	22.30	8.16	Had special skills for teaching CVAE
.50	10.53	16.62	14.84	Had experience teaching students with learning disabilities
17.56	28.77	22.88	22.45	Had a deep desire to help student with learning and socio-economic disabilities
.50	1.75	6.40	4.82	Assigned because no one else would accept the assignment
1.17	.18	5.32	1.30	Assigned because teaching CVAE courses is on a rotation basis
1.34	3.86	1.29	9.83	Other

Administrators indicate three of every four vocational teachers have volunteered for a CVAE assignment, and one of every three academic teachers is a volunteer. Both groups of teachers indicate somewhat less voluntary action. The vocational teacher reports he requested the assignment 56.3% of the time, and the academic teacher indicates he volunteered in 2.51% of the cases. In either instance, the vocational teacher is in the CVAE program by choice much more often than the academic teacher. (Adm 14, p. 35; Voc 29, p. 86; Aca 30, p. 109)

Qualifications

The formal education of the academic teacher is much more extensive than that of the vocational teacher. Almost all academic teachers have college or university degrees (94.4%) while only 60% of the vocational teachers are degreed. The majority of those vocational teachers holding degrees are teaching home economics and agriculture. Almost all (93.5%) of the academic teachers have professional or provisional teacher certificates, while only 77.4% of the vocational teachers do. (Voc 20, p. 84; Aca 21, p. 107)

A reverse situation is found in relation to wage-earning experience. Fifty-eight percent of the vocational teachers have had five or more years of occupational experience, and 55% of these have had more than ten years of experience. Almost three-fourths of the academic teachers have had no wage-earning at all, and only 12% have had experience of five years or more. (Voc 25, pp. 85, 86; Aca 26, p. 108)

The academic teacher had more teaching experience prior to CVAE than did the vocational teacher. CVAE was the first teaching experience for 46.4% of the vocational teachers, while 25.4% of the academic teachers entered the teaching field in a CVAE program. Thirteen percent of the CVAE vocational teachers who had no teaching experience also had no wage-earning experience. Forty-four percent of the academic teachers and 33% of the vocational teachers had five or more years teaching experience before becoming CVAE teachers. Experience in a subject area related to the CVAE course now being taught was reported by 70% of the academic teachers and 65% of the vocational teachers. Both groups of CVAE teachers, vocational and academic, have approximately the same percentage of teachers with previous experiences in the special skill areas which are of value for teaching CVAE students. The area of experience for most of the teachers (approximately 20%) is work with low income groups, with remedial or basic classes and work with students having severe discipline problems indicated also as areas of frequent experience. (Voc 22-25, 27, pp. 85, 86; Aca 23-26, 28, pp. 107-109)

Both academic and vocational teachers have typically been in a CVAE program from one to three years (76% vocational, 84% academic), and almost all teachers are teaching courses for which they are certified (92.2% vocational, 84.8% academic). Nearly 60% of the academic teachers obtained their CVAE-related experience in public schools. The experience of the same percentage of vocational teachers is almost equally divided between public schools and industry. (Voc 21, 22, 26, pp. 85, 86; Aca 22, 23, 27, pp. 107-109)

Training

Administrators mention the lack of academic teachers with special training for teaching CVAE students twice as often as any other one problem in faculty selection. The state requirement for vocational teacher training is, in all probability, the basis for the wide variance found between vocational and academic teachers in relation to special training for CVAE. Eighty percent of the vocational teachers had some form of special training prior to teaching CVAE, and all have had training since entering the program. Almost 70% of the academic teachers had no special training before becoming CVAE teachers, and approximately 50% have had none since. (Adm 20,pp. 36, 37; Voc 33, pp. 87, 88; Aca 34, p. 110)

A required CVAE summer workshop accounts for 38% of the vocational teachers' prior training, and 32% of their training was almost equally divided between participation in local in-service training (10%), college courses for teaching students with special needs (11%), and college summer school CVAE courses (11%). Their training since becoming CVAE teachers has been concentrated in the latter three areas (almost 70%), plus CVAE workshops offered locally (20%). A few academic teachers (14.4%) had one or more college courses designed for teaching students with special needs before entering the CVAE program. Of the academic teachers who have had special training since becoming a CVAE teacher (approximately 50%), most have had their training in local in-serivce CVAE training, local CVAE workshops and college courses for teaching special students. (Voc 33, pp. 87, 88; Aca 34, p. 110)

Three-fourths of the vocational teachers indicate their training sufficient to meet the challenge of teaching CVAE classes, although 38.5% have not completed the training required. When asked to designate needs for additional training, only 14.5% of the vocational teachers indicated "none." More than 50% of the academic teachers report their training is insufficient, and approximately 95% indicate areas in which they feel a need for additional training. Seventy-seven percent of the administrators feel the need for further CVAE teacher certification, and 52% of these believe the specific need is in relation to the academic teacher. (Adm 19, p. 36; Voc 34-36, p. 88; Aca 35-37, pp. 110,111)

More than half of the additional training needed by academic teachers was in the areas of teaching methods, instructional materials, and instructional aids for the CVAE students, with almost as much emphasis on the need for training in the area of student relationships and motivation. Fewer vocational teachers indicated additional training needs, but approximately one-third of them checked the same areas as the academic teacher. The vocational teacher (29.8%) also felt the need for training in the coordination of academic and vocational phases of the CVAE program. Both groups of teachers would prefer to have the additional training handled through area in-service training (approximately 38%) and special college courses (approximately 30%) in the summer. (Voc 34-37, pp. 88, 89; Aca 35-38, pp. 110-111)

Over 90% of the vocational teachers teach CVAE exclusively while almost 80% of the academic teachers teach both CVAE and regular classes. Although both groups of teachers describe their CVAE teaching experience as challenging and satisfying, the academic teacher most often prefers to teach regular classes (65.9%). Almost all (95%) vocational teachers who have experience in both regular and CVAE classes prefer CVAE classes. (Voc 31, 32, p. 87; Aca 32, 33, p. 110)

Effect of Teacher Qualification and Training on Successful and Failing Programs

There is little difference between the years of CVAE experience for vocational teachers of successful and failing programs, but failing academic teachers do not seem to remain in the CVAE program. Eighty percent of the successful academic teachers have been teaching CVAE for two to four years, while 37% of the failing academic teachers have been teachers more than one year.

In the vocational program, successful teachers (62%) had no previous teaching experience, but failing teachers (75%) had two to nine years experience. The reverse is true of academic teachers; successful teachers had more teaching experience (33% had none) than failing teachers (66% had none).

Wage-earning experience of the successful vocational teachers is greater (87%) than that of the unsuccessful teacher (50%). There is some difference in teachers' wage-earning experience between successful and failing academic programs; seventy percent of the successful and 89% of the failing teachers had no wage-earning experience. It was found during visitation that successful programs have more coordination and that academic teachers with wage-earning experience or knowledge can better coordinate the academic program with the vocational phase; therefore it might be assumed that the 22% difference in wage-earning between successful and failing programs may influence program effectiveness.

Three-fourths or more of the vocational teachers got their previous training in the armed services or industry with little difference between successful (83%) and unsuccessful (three of four) teachers. Most academic teachers, both successful and unsuccessful, got their experience in public schools.

More failing teachers (20% vocational and 29% academic) indicate that they had no previous experience of value in teaching CVAE than do successful teachers (12% vocational and 10% academic).

All successful teachers prefer to teach CVAE, find it challenging and satisfactory (95%) and are generally employed especially to teach CVAE (74% vocational and 40% academic). Successful teachers have most often volunteered to teach CVAE. Failing academic teachers all prefer to teach regular classes as does one of the two responding vocational teachers, but not as many failing teachers (six out of nine) feel that CVAE is challenging and satisfying. Only one failing teacher (out of 12) had been employed especially to teach CVAE and three had volunteered.

Summary

A general summation finds the vocational teacher is normally employed specifically to teach CVAE because of his special skills and because he chooses to teach CVAE. The academic teacher is most often assigned to teach CVAE from the regular teaching staff because he is available.

In comparison, the academic teacher has more extensive formal education and teaching experience while the vocational teacher has much more occupational experience.

Administrators indicate the lack of academic teachers with special training for teaching CVAE is the major problem in faculty selection and assignment. The vocational teacher has had more special CVAE training, yet both vocational and academic teachers feel a need for additional training. A lack is felt in the areas of:

1. Student relationships and related problems (including motivation).
2. Instructional materials.
3. Instructional aids for CVAE students.
4. Teaching methods.
5. Coordination of academic and vocational phases of CVAE.

Both teacher groups would like additional training handled through area in-service training and special college courses.

The vocational teacher usually teaches CVAE classes only and prefers them to regular classes. The academic teacher generally teaches both CVAE and regular classes and prefers to teach regular classes.

STUDENTS

Recommended TEA guidelines, providing eligibility requirements and student characteristics, establish the basic criteria for CVAE student selection. Many schools do not have CVAE programs to serve the needs of all their eligible students; therefore, not merely eligibility but also additional screening criteria to select those students that will be accepted into the program determine selection. This study examines the area of CVAE student selection to identify criteria that are used in schools, the degree of frequency with which each criterion is used, and the personnel which form the selection committee.

The use of counseling services to identify the student who can benefit from the program is one of the TEA eligibility requirements. Visitation and questionnaire replies from the sample study indicated that available counseling services are not fully utilized in the selection of CVAE students, nor in the evaluation of CVAE student progress. This report provides a more comprehensive study of the utilization of counseling services for the benefit of CVAE students.

CVAE classes are unique, departing from traditional academic curriculum, and the composition of CVAE classes also departs from that of regular classes in a majority of the schools. This study entails a survey of the racial, sexual, and intellectual composition of CVAE classes in an effort to determine the degree to which the composition of

CVAE classes departs from that of regular classes and the significance of the differences.

The vocational and academic phases which comprise the total CVAE program are unlike in course content and method of achievement of CVAE goals. The sample study revealed that there is also a difference in the degree of overall success of each phase. In this report, CVAE vocational and academic phases are studied separately to define method and achievement differences. In addition, a comparative analysis is made to ascertain the effect each phase has on student attitude and achievement of CVAE goals.

The single factor which has the greatest impetus in the selection process is academic failure. In 96 (54%) schools, academic failure is always used in the determination of students most qualified for CVAE. Sixty-five other schools also use academic failure, 40 of them very frequently and 20 of them approximately half the time. One hundred and sixty-one of the administrators (91%) indicate academic failure is used as a criterion for CVAE to some degree. (Adm 24, pp.39, 40)

A history of absenteeism is another consideration used in 110 schools (62%). Only 38 (21%) of the administrators designate absenteeism is always considered, 30 (17%) designate often, and 29 (16%) designate approximately half the time. (Adm 24, pp. 39,40)

While only 99 of the administrators (56%) indicate over-age is considered when selecting CVAE students, 48 of these indicate over-age is always considered and 27 designate it is considered very often. The same number of administrators consider cultural deprivation, although with much less frequency. Other factors, considered by slightly less than half the administrators, are social maladjustment, home situation, and discipline problems. The use of none of these factors is indicated with great frequency. (Adm 24, pp. 39, 40)

Administrators indicate counselors participate in the identification, screening, and selection of CVAE students more frequently than any other individual. Of the 165 schools which have counseling services available, 155 administrators (94%) designate counselors as participating in the selection of CVAE students to some degree, and 114 of these (74%) indicate the counselor always participates. Vocational and academic teachers agree with the administrators on the degree to which available counseling services are used in the screening and selection of CVAE students. (Adm 22, 23, pp. 38, 39; Voc 46, pp. 91, 92; Aca 47, p. 114)

The counseling services most often used in screening students before entering CVAE are personal interview (always used in 84 schools, 47%), achievement testing (always used in 80 schools, 45%), and intelligience testing (always used in 58 schools, 33%). Vocational aptitude testing and personality inventories are rarely used for CVAE screening purposes. Less than half of the CVAE students (45%) have been screened for physical reading handicaps. (Adm 23, 25, pp. 38-40)

Selection

The principal also often helps in the selection of CVAE students. His opinions are considered in 144 (81%) of the schools and in 73 of these schools (51%), always considered. CVAE teachers participate to almost an identical degree as that of the principals. Regular teachers assist in the selection process in 126 (71%) of the schools, although much less frequently than CVAE teachers, and the vocational director/administrator with still less frequency (51%). (Adm 21, pp. 37,38)

Parental consent does not appear to be a major problem in placing students in CVAE programs. Fifty-two percent of the administrators designate they have no students identified for CVAE who are not enrolled because of lack of parental consent. Thirty-three percent have from one to five (usually two) students in this category, and only 15% have more than five. Only 20% of the CVAE students indicate they discussed CVAE with their parents before enrolling in the program. (Adm 26, p. 40; Stu 7, p. 126)

While only ten administrators say they have had students return to regular classes because of poor initial screening, many CVAE teachers (33% academic and 28% vocational) felt CVAE students have not been carefully screened and selected, and a majority of teachers (62% academic and 57% vocational) feel they have students in their CVAE classes who should be in special education, but only one-half of these students have been identified as special students. Almost half (46%) of the administrators agree that special education students are enrolled in CVAE classes.

Administrators and teachers most often indicate between one and four students in this category, although there are a few instances of 12 or more Teachers indicate about 6% of the total CVAE student body should be in special education. (Adm 33, 60, pp. 42, 51, 52; Voc 48, 49, 51, p. 93; Aca 49, 50, 52, p. 115)

Composition of Classes

Approximately 66% of the administrators provided information concerning the average intelligence level of the students in their CVAE programs. Thirteen percent of these indicate the average to be below 70, and another 23% indicate an average in the 70 range. Almost 99% of the administrators designate the average intelligence of their CVAE students as below 90. (Adm 23, pp. 38, 39)

Of the 359 CVAE students which administrators feel should be in special education, only 195 (54%) have been screened and identified as special education students. The special education coordinator participates in this screening and identification more often than any other individual (58% of the schools). Other personnel also participating in identification of special education students are counselors (46% of the schools), principals (35% of the schools), and teachers (35% of the schools). (Adm 33, 34, pp. 42, 43)

While a substantial majority of teachers (approximately 81%) feel special education students are carefully screened and selected for CVAE, an almost equally large majority (72%) feel special education students should not be included in CVAE classes. The reason most often indicated for not including special education students is the additional supervision required

(146 vocational teachers [36%] and 115 academic teachers [29%]). A major problem with special education students in vocational classes concerns the safety factor, indicated by 170 vocational teachers (42%). Academic teachers (130 - 32%) indicate a major problem in the academic classroom is the special education student's slowness to learn, which retards the progress of the entire class. A majority of the teachers (65% vocational and 75% academic) with special education students in their CVAE classes indicate they do not perform on an achievement level comparable to that of other CVAE students. Another problem often designated is the special education student's poor retention rate (vocational teachers 25% and academic teachers 23%). It is noted, however, that only 17% of the vocational teachers and 23% of the academic teachers designate the student whose intellectual and/or physical disabilities prevent his educational progress is unable to benefit from the CVAE program. (Voc 50, 52, 53, 78, pp. 93, 94, 101; Aca 51, 53, 54, 75, pp. 115, 116, 123)

A fairly even distribution between three races is found in CVAE students throughout the state. A tally of CVAE students as indicated by CVAE teachers is as follows: (Voc 57, p. 95; Aca 58, p. 116)

	Mexican-American	White	Black
Vocational	38%	38%	23%
Academic	40%	39%	21%

The nature of vocational and academic classes leads to an expected difference in the composition of classes. Academic classes generally group the sexes together (71%), and the academic teacher indicates reasons for mixing the sexes twice as often as reasons why they should be separated. The opposite is true of the vocational teacher -- the sexes are separated in most of his classes (72%), and he indicates advantages to this arrangement twice as often as to coeducational classes. The order of emphasis placed by both teacher groups, however, is identical in both arrangements. As to reasons for mixing sexes, most emphasis is placed upon the need for normal social development (25% of the vocational teachers and 61% of the academic teachers). In second order, 36% of the academic teachers and 20% of the vocational teachers feel sexes should be together so CVAE classes will not be different from regular classes. In relation to advantages of separated sexes, the differences in their job interest and skills is checked most often by both teachers (vocational 52% and academic 22%). The minimization of discipline problems is checked by the second largest number of both teachers (vocational 30% and academic 16%). (Voc 54-56, p. 94; Aca 55-57, p. 116)

Academic and vocational teachers from CVAE classes in which the sexes are separated (whether all-male or all-female), prefer having the sexes separated (90%) vocational, 73% academic). The reason for such preference was primarily the difference in job interests and skill abilities between the sexes, and fewer discipline problems constituted the secondary reason. Teachers of males felt the students worked better separately, but teachers of females placed more frequent importance on the ease with which some subject matter could be covered if sexes were separated. (Voc x-ref 55-56 A & B, pp. 203, 204; Aca x-ref 56-57 A & B, pp. 214, 215)

Eighty-five percent of the academic and 94% of the vocational teachers with the sexes together in class preferred that they remain together, half of them indicating improved social adjustments as the reason and one-third stressing the importance of not having CVAE different from regular classes by separating the sexes. A majority of the teachers (68%) who teach both classes with the sexes separated and classes with the males and females together, prefer to teach the sexes together for the same reasons as the teachers of mixed sexes. (Voc x-ref 55-56A and B, pp. 203, 204; Aca x-ref 56-57, pp. 214, 215)

Counseling Services

While counselors and counseling services are often employed in the identification, screening, and selection of CVAE students, there is little evidence of extensive use after students enter CVAE programs. In schools which have counseling services available, 62% of the academic teachers and 70% of the vocational teachers indicate CVAE students are routinely tested and/or interviewed by counselors -- however, only 12% of both teacher groups indicate more than 20% of their CVAE students voluntarily use counseling services. Fifty-nine percent of the administrators designate the average number of visits per year for CVAE students is two or less, and 23% indicate three visits per year. (Adm 28, p. 86; Voc 46, pp. 91, 92; Aca 47, p. 112)

Students indicate even less use of counselors. Only 22% of the students designate they discussed CVAE with counselors before entering the program. Of the 620 students having counselors available, 44% have not visited the counselor at all this year, 19% have had one visit with the counselor, and 17% have had two visits. (Stu 7, 12, pp. 126, 127)

Furthermore, CVAE teachers indicate little use of counseling services to measure CVAE student development. Approximately 32% of the teachers indicate personal interviews are used, approximately 30% indicate achievement testing is used, and approximately 14% indicate vocational testing is used. (Voc 73, p. 99; Aca 73, p. 55)

Effect of Vocational and Academic Classes on Student Attitude and Achievement

Evidence was found during school visitation indicating CVAE students are inclined to accept certain situations in the vocational classroom which are not acceptable in academic classes. The evidence is substantiated by student questionnaires. Although 63% of the CVAE students designate they have no problems in vocational classes and 58% designate they have no problems in academic classes, 80% of the students indicate they prefer vocational to academic classes. (Stu 8, 9, 17, pp. 126, 127)

Perhaps the most favorable attitude toward vocational classes is due in part to the reasons for choosing the CVAE program as indicated by students. "I thought I would like this kind of work" is checked by almost twice as many students (33%) as any other single factor. Further, 72% of the students indicate they are interested in having a job related to the work they are learning in CVAE. However , several dissimilarities are found in a comparison of vocational and academic classes -- one of which is the relationship between classroom isolation and the students' feelings of segregation. (Stu 4, 6, p. 125)

Few teachers specify a feeling of segregation on the part of CVAE students. It is noted, however, that while 23% of the vocational teachers indicate the CVAE classroom is isolated from the regular facility, only ten percent indicate their students feel segregated from the regular student body. On the other hand, only four percent of the academic teachers indicate their CVAE classes are actually isolated, yet 19% indicate their students feel segregated from mainstream students. Of the teachers whose vocational units did isolate their students, only 16% designated that their students feel segregated; therefore, factors other than physical isolation of vocational laboratories or shops and/or academic classrooms must also contribute to the students feeling of segregation. (Voc 8, 9, p. 82; Aca 9, 11, pp. 104, 105)

Vocational classes are exclusively composed of CVAE students more often than academic classes. Classes restricted to CVAE students are indicated by 88% of the vocational teachers compared to 71% of the academic teachers. In addition, while only seven percent of vocational teachers indicate three or more classes of CVAE and regular students together, 39 academic teachers indicate three or more such classes. (Voc 5, p. 81; Aca 5, p. 104)

An even greater variation is found in relation to the number of students in CVAE classes. Sixty-eight percent of the vocational teachers indicate none of their classes have more than the recommended 15 students, while 40% of the academic teachers indicate none of their classes contain more than the recommended 20 students. Only four vocational teachers indicate three or more classes with more than 15 students, but 152 (38%) academic teachers designate three or more classes of more than 20 students. A comparison of teacher information shows 724 overcrowded academic classrooms versus 82 overcrowded vocational classes. (Voc 6, p. 81; Aca 8, p. 104)

Almost all teachers and administrators (99%) indicate CVAE students have an opportunity to participate in school activities. The activity most often indicated is sports (89% of the administrators, 80% of the vocational teachers and 84% of the academic teachers). There is very similar indication that students attend school assemblies, (92% of the administrators, 79% of the vocational teachers, and 75% of the academic teachers) yet only 37% of the vocational teachers and 35% of the academic teachers feel CVAE students have an opportunity to participate in the assemblies they attend. Administrators differ, 80% of them are of the opinion that CVAE students participate in school assemblies. School publications are indicated by approximately 36% of the teachers and half of the administrators. Very few teachers (approximately 11%) feel CVAE students have an opportunity to participate in any other extracurricular activity. (Adm 32, p.42 ; Voc 12, pp. 82, 83; Aca 13, p. 105)

Sixty-three percent of the vocational teachers indicate their students belong to CVAE student-related organizations, and 53% of the students indicate a CVAE club membership. The organizations most often indicated are Vocational Opportunity Clubs of Texas (66%) and Home Economic Related Occupations (20%). (Voc 71, p. 98; Stu 24, p. 128)

Sixty-six percent of the administrators have had CVAE students transfer into regular classes before completing CVAE classes, and of these, 53% indicate the students' achievement level had progressed to regular class level. The vocational teacher sees a larger degree of improvement in his students than does the academic teacher; however, both groups of teachers agree the area of greatest improvement is that of pride and self-confidence. Vocational achievement is the area which receives the second most emphasis by both groups of teachers. It is noted that academic teachers see more improvement in vocational achievement than academic achievement and vocational teachers see less improvement in academic achievement than any other area. This verifies the findings of the visitation team that the academic phase is the CVAE area with the least evidence of success. The numbers of teachers indicating areas of much improvement are as follows: (Adm 60, pp. 51, 52; Voc 77, pp. 100, 101; Aca 74, pp. 121-123)

	Vocational Teacher	Percent of Total Teachers	Academic Teacher	Percent of Total Teachers
Pride and self-confidence	238	59%	129	32%
Vocational achievement	237	59%	111	28%
Interest in school	170	42%	70	17%
Interest in preparing for a productive and rewarding life	166	41%	76	19%
Gainful employment	168	42%	68	17%
Interest in fellow students	145	36%	70	17%
Academic achievement	103	25%	104	26%

Summary

Counselors, principals and CVAE teachers usually identify, screen, and select students for CVAE programs. Academic failure is most often the deciding factor in student selection, although personal interviews and achievement testing are often conducted. Half of the CVAE programs have had some problems with parental consent in student selection.

The intelligence level of the present CVAE student is almost always below 90. Special education students are often placed in CVAE programs, and a large majority of teachers feel they should not be included. The problem most often cited is that of requirement for additional supervision. Vocational teachers feel the safety hazard is too great with special education students, and academic teachers feel the special education students retard the progress of the entire class. However, few teachers indicate special education students are unable to benefit from CVAE.

Although counselors and counseling services are available in most school systems and are used extensively in the initial student selection process, there is very little evidence of active participation by counselors in the CVAE programs. Seldom are counseling visits indicated by teachers or students, and few teachers use counseling services to measure CVAE student development.

The student's interest in vocational class is most often designated as the primary reason for selection of the CVAE program, and a large majority of students continue to prefer vocational classes over academic classes. The more favorable attitude toward vocational class is reflected by teachers indicating CVAE students feel segregated more often in academic classes than in vocational classes although vocational classrooms are actually isolated from regular classes more often and academic classes include regular students more often than vocational classes.

Academic classes are usually coeducational, and academic teachers prefer this arrangement, with most feeling it is desirable for normal social development. Vocational classes usually contain students of one sex, and vocational teachers feel this is more appropriate due to the differences in job interests and, skills of the two sexes.

Students are in overcrowded academic classes much more often than in vocational classes. A majority of academic classes contain more than the recommended 20 students, while a majority of vocational classes have the recommended 15 students or less.

Extra-curricular activity within the schools for CVAE students is usually restricted to school sports and attendance at school assemblies. Seldom do CVAE students actually participate in assemblies. Slightly more than half the CVAE students belong to a CVAE student-related organization -- generally Vocational Opportunity Clubs of Texas.

Two-thirds of the administrators indicate having students return to regular class before completing CVAE programs -- most often due to the student's improved achievement level. Vocational teachers see greater improvement in CVAE students than do academic teachers; however, they both agree that the area of greatest improvement is in the area of pride and self-confidence. An almost equal degree of improvement is seen by both groups of teachers in the area of vocational achievement. Less improvement is indicated in academic achievement than any other area due to vocational teachers' failure to see significant improvement in this area.

COURSES

Vocational division guidelines leave the decision of how the classroom needs of the CVAE student will be met to the discretion of the local school personnel. The sample study revealed that CVAE goals and methods of achieving these goals vary greatly from school district to school district, between schools within the district, among programs within a school, and even teachers within a CVAE program. A study of unity of purpose and manner of meeting the needs of CVAE students in schools around the state was felt to be of importance and was conducted for this report.

In almost every senior high school program (99.1%), CVAE courses provide credit toward high school graduation. However, only 40% of the programs offer enough CVAE credits for students to complete requirements for graduation. In 93% of these schools, high school diplomas are rewarded CVAE graduates. (Adm 57-59, pp. 50-51)

In high schools which do not offer sufficient CVAE courses for graduation, CVAE is usually found in ninth and tenth grades (74% of the programs for boys and 85% of the programs for girls). For further discussion see Units in the report. This study does not contain complete data regarding remedial academic and regular vocational course offerings available to students who have completed CVAE programs; however, only 42 administrators state no such courses are available. English, reading, mathematics, and science are listed most often by administrators who indicate remedial courses available to former CVAE students, and regular vocational courses are available in some cases. (Adm 59,63, 64, pp. 51-53)

English, social studies, mathematics, and science are academic courses in which CVAE students are generally enrolled. It is noted that although the administrator rarely checks science on his questionnaire, academic teacher and student questionnaires indicate science as a common CVAE academic course, and this fact was corroborated by visitation. The discrepancy is unexplained. (Adm 56, p. 50; Aca 2, p. 103; Stu 14, p. 127)

CVAE academic offerings most often available to students:

Adm:	Percent of administrators indicating course availability.
Aca Tea:	Percent of questionnaire respondents in each subject area.
Stu:	Percent of students indicating enrollment.

Subject	Administrators	Academic Teachers	Students
Social Studies	61%	20%	65%
Mathematics	51%	26%	75%
Science	7%	17%	53%
English	94%	32%	86%

According to administrators, 57% of the CVAE students are in classes of CVAE students only and another 33% are in classes with regular students of similar capabilities. Academic teachers questionnaires indicate a higher percentage of classes for CVAE students only (71%); however, it would be reasonable to expect greater questionnaire response from teachers of these classes than from teachers whose classes contain both CVAE and regular students. (Adm 55, p. 50; Aca 5, 71, pp. 103, 104, 120)

There is little evidence of CVAE students being enrolled in elective courses with mainstream students. Seventy percent of the programs provide physical education for CVAE students and of these, approximately 70% have the course with regular students. Thirty-three percent of the administrators show band is available to CVAE students, and 27% indicate choir and/or music. Approximately 20% of the administrators designate CVAE students are enrolled in other elective courses. School assemblies and sports are activities in which CVAE students sometimes participate. (Adm 54, 56, p. 50; Voc 12, 70, pp. 82, 83, 98; Aca 13, p. 105)

Both academic and vocational teachers develop their own course outlines (94% academic, 95% vocational). Almost 90% of the academic teachers feel a need for assistance in developing these outlines, and approximately 66% of the vocational teachers express the same need. In both cases, the needs most often cited are definite curriculum guidelines with more realistic goals. (Voc 59, 60, p. 95; Aca 60, 61, p. 117)

Approximately 50% of the academic teachers and 35% of the vocational teachers feel instructional materials for their CVAE courses are inadequate. Materials most often felt lacking are textbooks, reference books, audio-visual aids, and individual workbooks. (Voc 62, 63, p. 96; Aca 63, 64, pp. 117, 118)

Vocational courses are most often designed at the achievement level of the individual student (55%) and at the level of the class as a group (29%). The reverse is true of the academic courses, class as a group (46%) and individual student (37%). (Voc 61, p. 95; Aca 62, p. 117)

Factors most often considered by both teachers in directing courses toward individual student needs are (1) observation of student performance (2) student interest, and (3) personal interviews. Teacher-made diagnostic tests are often used by academic teachers, but rarely by vocational teachers. (Voc 58, p. 95; Aca 59, p. 117)

Criteria other than classwork are almost always used by both academic and vocational teachers in evaluating the achievement of CVAE students. Of the 404 vocational teachers and 402 academic teachers participating in this study, the following numbers are additional factors as indicated: (Voc 68, p. 98; Aca 69, p. 120)

Vocational Teachers	Percent of Total Teachers	Academic Teachers	Percent of Total Teachers	
329	81%	300	75%	Attitude
284	70%	286	71%	Individual ability
332	82%	266	66%	Performance, interest, attendance, etc.
167	41%	188	47%	Attendance
120	30%	208	52%	Participation in class

Coordination

Most academic teachers (approximately 84%) feel their academic courses are job-related to some degree. According to these teachers, 29% of the courses are less than ten percent job-related and 38% have more than half of the course job-related. Approximately one-half of the academic and nearly three-fourths of the vocational teachers spend time coordinating the vocational phase of the CVAE with the academic phase. Of the academic teachers, 23% spend one to three hours a week, but only six percent spend an hour a day or more. Thirty percent of the vocational teachers, who spend time coordinating the two phases of CVAE, spend one to three hours a week, and 18% spend an hour a day or more. A large majority of both groups of teachers feel additional coordination of vocational and academic courses is needed (81% of the vocational teachers, 78% of the academic teachers). (Voc x-ref 67A-66A & B, p. 205; Aca 67, 68, 70, pp. 119, 120; Aca x-ref 68A-67A & B, p. 216)

There is little evidence of a relationship between the amount of time CVAE teachers spend on coordination and an expressed need for more coordination; seventy percent of the teachers with an average of five to eight hours of coordination per week see the need for more. Approximately 54% of the administrators express the same feeling. The administrators who feel coordination is insufficient usually attribute the fact to no scheduled time for coordination (49%). However, approximately one-half of the administrators who contend present coordination is adequate indicate the coordination occurs as the teachers have time and/or need. (Adm 82, p. 57; Voc 67, p. 97; Aca 68, 70, pp. 119, 120; Voc x-ref 67A-66A & B, p. 205; Aca x-ref 68A-67A & B, p. 216)

Teachers express varied preferences as to methods of accomplishing adequate coordination with no single method predominant. Listed slightly more frequently than others are (1) coordinated curriculum guides and instructional materials -- 198 times, (2) conference each six weeks to coordinate course outline -- 192 times, and (3) coordination conference to included CVAE administrators, counselors, and all other CVAE teachers -- 186 times. (Adm 82, p. 57; Voc 66, 67, p. 97; Aca 68, p. 119)

Advisory Committee

Approximately 80% of the CVAE programs have CVAE advisory committees which normally meet from one to three times a year (82%). Membership usually consists of from three to six people (80%) and includes the vocational teachers (83%). In 53% of the cases, administrators (other than vocational directors) also meet with the committee. (Voc 47, pp. 92, 93)

Committee functions as indicated by vocational teachers having advisory committees are often vague and undefined. Suggesting methods of coordinating CVAE with community needs is listed by more vocational teachers (61%) than any other. Others sometimes indicated are assistance in determining training needs (35%) and aiding the promotion and publication of CVAE programs (28%). Other functions are specified to even a less significant degree. Despite the vague conception of committee functions as indicated by vocational teachers, approximately 54% of the teachers feel the advisory committee is a helpful part of their CVAE program. One-third of the teachers who do not feel their advisory committee is helpful do not know the functions of the committee. (Voc 47, pp 92, 93; Voc x-ref 47F-47E, p.202)

Summary

Most CVAE students attend modified academic classes which usually include English, social studies, mathematics, and science. There is very little evidence of CVAE students being enrolled in elective courses with mainstream students. Less than three-fourths of the programs offer physical education to the CVAE student and slightly less than one-half the programs have CVAE students in physical education with regular students. Less than one-third of the programs make any other elective course offering available to CVAE students.

Course outlines are almost always developed by individual teachers who express a great need for assistance in this area. Approximately one-half of the academic teachers and one-third of the vocational teachers feel instructional materials for their CVAE courses are inadequate. Criteria other than classwork are almost always used by teachers in evaluating the chievement of CVAE students.

Students completing CVAE courses receive credit toward high school graduation, yet less than half of the programs offer enough CVAE credits to fulfill graduation requirements.

A large majority of CVAE teachers and slightly more than one-half the administrators feel additional coordination of vocational and academic courses is needed. Many teachers designate preference in relation to methods of accomplishing additional coordination with relatively equal emphasis placed on all methods.

Most CVAE programs have an advisory committee which usually includes the vocational teacher. Slightly more than half of the vocational teachers who have advisory committees say they are helpful, and few indicate a precise concept of the committee's functions.

INFLUENCE OF CVAE

CVAE students are generally characterized by high absenteeism and a history of academic failure; therefore, they are considered potential dropouts. In the sample study the ability of the program to meet the needs of the potential dropout was evidenced by a change in absenteeism, academic failure, disciplinary problems and school dropouts. In this study a comparison of absenteeism, academic failure, disciplinary problems and dropouts before and since student enrollment in CVAE is used as evidence of program success. In addition a comparison is made between CVAE and regular students. Figures quoted in this section can be found in the comparative analysis of academic questions 14-19 with questions 20A-20E (pp. 217, 218) and vocational questions 13-18 with questions 19A-19E (pp. 206,207) unless otherwise indicated.

Many CVAE teachers (213 academic teachers [53%] and 172 vocational teachers [43%]) have found chronic absentees unable to benefit under the present CVAE programs. Other students deemed unable to benefit are the undisciplined and/or apathetic student (44% of the academic and 39% of the vocational teachers) and students with severe emotional problems (34% of the academic and 33% of the vocational teachers). One hundred and fifty-five academic teachers (39%) indicate the academically unmotivated student is not benefiting from CVAE. (Voc 78, p. 101; Aca 75, p. 123)

While most CVAE students indicate a preference for CVAE over regular education, 74% contend they would be in school without the CVAE program. Forty-seven percent of the students completing questionnaires are under 16 years of age and are therefore required by law to attend school, yet 68% of the students who are 16 years of age or older indicate they would remain in school without CVAE and 32% would not be in school if it were not for CVAE. (Stu 23, p. 128)

Dropouts

Sixty-five administrators provided dropout information for the year before CVAE was initiated in their schools and for each year thereafter. A comparison of mean differences between the percentage of the dropouts for the year before CVAE and the latest yearly percentage reveals an overall decrease of 2.5% in school dropouts. (Adm 50, p. 48)

All of the schools with more than three percent dropouts before CVAE experienced a decrease in the percent of school dropouts after the inclusion of CVAE in the curriculum (66% of the total schools). CVAE did not affect the dropout rate in 25% (16) of the schools -- six of these schools already had less than 0.5% dropouts before initiation of the CVAE program. Six schools showed an increase in dropouts with increases occurring in schools where the dropout rate was already low, three percent or less, before CVAE. The average increase of dropouts per school was 2.35%.

The inclusion of CVAE in the curriculum had less effect on extreme dropout rates (less than five percent and more than twenty percent), but resulted in an average dropout reduction of five percent in schools having six to twenty percent dropouts before CVAE. Further analysis of dropout information reveals: (Adm 50, p. 48)

No. of Schools	Before CVAE Percent of Drop Outs	Average Before CVAE	Last Yearly Average	Difference
33 (50.76)	Answered with 1-5%	2.94%	2.15%	- .79%
15 (23.07)	Answered with 6-10%	9.46%	4.50%	-4.96%
9 (13.84)	Answered with 11-20%	13.43%	7.00%	-6.43%
2 (3.07)	Answered with 48-50%	49.00%	46.59%	-2.50%

Fifty-five percent of the administrators have students drop out of school upon return to regular classes after completing CVAE. Most of these administrators (66%) have 10% or fewer dropouts, 34% have more than 10%, and 5% of the administrators have more than half of their CVAE students drop out of school before graduation. Six percent of the administrators have no students drop out of school after completing CVAE. During the 1971-72 school year, responding administrators reported 8% of the students enrolled in CVAE dropped out of school. (Adm 37c, 40, 43, 44, pp. 43, 45, 46)

Thirty-five percent of the administrators had dropouts to return to school to enroll in CVAE courses and 34% indicated none had returned to enroll in CVAE (31% did not answer). (Adm 51, p. 49)

Effect of Successful and Failing Programs on Students Having Completed CVAE

Seven administrators of programs judged successful completed questionnaire information about students who have completed CVAE, but no questionnaire information from administrators of failing programs was available for comparison. Comparison of the student information available from successful programs with the information contained on eight administrative questionnaires randomly selected from the un-evaluated questionnaires revealed some differences. The differences inferred from these few cases indicate a need for further study in this area.

Administrators of successful programs had a higher percent of students still in school, and fewer dropouts than did the randomly selected administrators. Administrators of the effective programs indicate that, on the average, their students are much more successful in regular academic and vocational programs, and are twice as successful in finding jobs; also the successful administrator most often knows why his students drop out of school. Complete comparative information is found in the appendix on pages 221 and 222.

Absenteeism and Discipline

Almost 70% of the vocational teachers feel CVAE students attend class more often and present fewer discipline problems than they did before enrolling in CVAE. While many academic teachers indicate no basis for comparison, 42% agree that attendance and discipline are better after students enter the program. Thirty-nine percent of the students indicate they have fewer discipline problems and 54% indicate their attendance is better since entering CVAE. (Voc 72, p. 99; Aca 72, p. 121; Stu 20, 22, p. 128).

No significant relationship is found between high absenteeism and excessive disciplinary action. Of the 52 teachers indicating 20% or more absenteeism and 48 teachers indicating equally high disciplinary action, only 14 (26%) are the same teachers. Nor is there a relationship between high absenteeism and discipline problems in CVAE classes and excessive problems in these areas between regular students and individual teachers. Of the 52 teachers with high CVAE absenteeism (20% or more), only 12 (23%) have high absenteeism with regular students; of the 48 teachers with high CVAE discipline problems, only five (10%) have excessive problems in regular classes. In classes which have more than the recommended number of students, there is little difference in absenteeism from total classes -- an average of ten percent absenteeism is found in overcrowded classes as compared to eight percent overall.

Administrators reporting the absenteeism of the 1971-72 CVAE students and the absenteeism of these same students the year before entering CVAE, indicated an average of 14.11% absenteeism among CVAE students during the 1971-72 school year. When the absenteeism of the CVAE students is compared with the 25.13% average absenteeism reported for these same students the year before they entered CVAE, indicates an 11% decrease in absenteeism after the inclusion of CVAE in the school curriculum. (Adm 45, p. 46)

Teacher questionnaires asked teachers who teach both regular and CVAE students to compare the two groups in relation to student failure, absenteeism, disciplinary problems, and suspension. Comparative information was received from 318 academic teachers and 33 vocational teachers. Tabulation of responses from the two teacher groups resulted in almost identical percentages -- the largest variation in any comparison being the difference between +0.83% and -1.10%. Therefore, for the purposes of this study, a combination of the information received from academic and vocational teachers is used.

The responses of these 351 vocational and academic teachers indicate an average of approximately eight percent absenteeism and eight percent disciplinary action with CVAE students as compared to four percent in each of the areas with regular students. Twice the percentage of regular classes is not typical of the usual CVAE class, however, for a majority of teachers (approximately 57%) designate absenteeism and discipline problems as the same or less than those of regular students. Rather, the averages are a result of the high percentages designated by teachers who encounter additional problems with CVAE students. Information from the teachers who designate greater problems of absenteeism and discipline with CVAE students indicates an average of 14% absenteeism and an average of 16% discipline action in CVAE classes.

Comparison of administrative information concerning student suspensions and students sent to the school office for discipline problems during the 1971-72 school year with suspension and disciplinary information about these same students the year before they entered CVAE reveals a 36% decrease in student suspensions and a 41% reduction in discipline problems after students enroll in CVAE. This concurs with the teachers' opinion that discipline improves after students enroll in CVAE. Teachers also report approximately one and one-half percent suspension among CVAE students this year. (Adm 47-49, pp. 47, 48)

Academic teacher information on absenteeism and discipline problems, which revealed a difference between regular and CVAE classes of 20% or more, was studied for a possible relationship to failure or suspension. The difference between regular and CVAE classes of each teacher was used as a basis for the study to compensate for the individual evaluative differences of teachers. Lack of failures in CVAE classes may be dictated by school policy rather than study performance; therefore, teachers reporting no failures in CVAE classes were grouped separately. Comparison of absenteeism and discipline problems with failure differences produced the following results: (Comparative analysis in the appendix on pages 221 and 222)

Failures

Area of High Percent of Difference	Number of Cases	Difference in Classes	Percent of Difference	Total Percent Difference in Failures
Absenteeism & Discipline Problems	10	CVAE < Regular	+12.9%	+12.9%
Absenteeism	7	CVAE < Regular	+13.57%	
	1	None		
	2	CVAE > Regular	-4.0%	+9.57%
Discipline Problems	7	CVAE < Regular	+19.0%	
	2	CVAE > Regular	-3.0%	+16.0%
Absenteeism & Discipline Problems	2	(No CVAE Failures)	-2.5%	
Absenteeism	5	(No CVAE Failures)	-11.0%	
Discipline Problems	8	(No CVAE Failures)	-6.9%	

Suspensions

Area of High Percent of Difference	Number of Cases	Difference in Classes	Percent of Difference	Total Percent Difference in Suspensions
Absenteeism & Discipline Problems	5	CVAE < Regular	+13.4%	
	5	None		
	2	CVAE > Regular	-3.0%	+10.4%
Absenteeism	9	CVAE < Regular	+9.8%	
	2	None		
	4	CVAE > Regular	-6.0%	+3.78%
Discipline	5	CVAE < Regular	+9.4%	
	11	None		
	1	CVAE > Regular	-4.0%	+5.4%

The percentage of CVAE absenteeism of vocational classes is almost the same as academic classes at the junior high level (six percent vocational as compared to eight percent academic). However, at the high school level, academic absenteeism is almost twice that of vocational absenteeism. In high school, absenteeism in the vocational class is 12%, as compared to 21% in the academic class.

Failure

During school visitation, many teachers indicated administrators and supervisors have discouraged CVAE failure, and students are given every opportunity to achieve success in CVAE classes. Comparison of failures for regular and CVAE classes in 1971-72 provided by administrators discloses an average of 9.77% failures among regular students and 7.01% failures among CVAE students, a difference of 2.76%. The comparative information from teacher questionnaires discloses almost identical percentages of failure between CVAE and regular students. Again, excessive percentages of failure indicated by those teachers having more failures with CVAE students brings the average to within the percentages of regular student failure. Sixty-two percent of the teachers have no more failures with CVAE students, and 74% of these have less failures in CVAE classes than in regular classes. Yet, teachers having CVAE failures exceeding regular student failures indicate an average of 22% CVAE failure as compared to an overall average of ten percent failure with regular students. It is noted that 40% of the teachers having 20% or more failure in CVAE classes have an equally high percentage of failure in regular classes. (Adm 46, p. 47)

Preliminary studies indicated the possibility of differences in teacher information related to CVAE failures. It is noted that academic teachers reporting no failures include teachers whose school policy eliminates failure of CVAE students. Data relating to failures reported by vocational teachers is not valid for comparison because some academic failures are also included. For the purpose of comparative study a random sample was selected from academic teacher questionnaires reporting no failures, one to 20% failures, and more than 20% failures.

A comparison of academic teachers reporting 1-10% failures and 11-20% failures in their CVAE classes reveals no differences in certain teacher information; also, no difference is found to exist between academic teachers reporting 21-30% failures and those with failures of 30% or more. Therefore, groupings of academic teachers reporting no failures, 1-20% failures, and more than 20% failures are used for comparison of the following CVAE teacher information:

- Subject area
- Grade level
- Number of CVAE courses
- Regular and CVAE students together in the same classroom
- CVAE classes containing more than 20 students
- Location of the CVAE unit(s)

Complete comparative information is located on page 219 in the appendix.

Comparison of the teachers of each academic subject area, grouped according to the reported percent of failure, reveals a trend: the percent of English teachers increases as the percent of failures of each group increases. A reverse trend is seen in the subject area of science as the percentage of failures increases the percentage of science teachers decreases. The percentage of mathematics teachers in each group remains constant.

Academic teachers reporting more than 20% failures generally teach only one course of CVAE while a majority (70%) of the teachers reporting fewer failures (less than 20%) teach two or more CVAE classes, with 30% of them teaching more than three CVAE classes.

A 16% difference is noted between teachers reporting a higher percent of failures and those reporting failures of 20% or less in response to the question, "Do you teach CVAE and regular students together in the same classroom?" Fifty-nine percent of the teachers with a higher percent of failures (+20%) report teaching no CVAE students with regular students, whereas 75% or more of the remaining teachers report no CVAE and regular students together.

The trend appears to indicate a decrease in percentage of junior high instructors with an increase in percentage of failures. While only 29% of the instructors with no CVAE failures teach at the high school level, there is very little difference in the other two teacher groups. Fifty-three percent of the teachers with one to 20% failures and 57% of the teachers with higher percentages of failures are at the high school level.

A possible relationship is noted between student absenteeism and teaching experiences of vocational teachers -- absenteeism appears to rise with teaching experience. Of the vocational teachers specifying one to ten percent absenteeism in their classes, almost half (49%) have had no teaching experience prior to CVAE and 29% have had five or more years of previous experience. Of the vocational teachers specifying 21-30% absenteeism, none indicate "no teaching experience" and 55% indicate experience of five or more years. In addition, 44% of the vocational teachers with 21-30% absenteeism have taught CVAE classes for five years, yet, only 14% of the teachers who have taught CVAE as long as five years have less than 10% absenteeism. This situation is not found among academic teachers. Academic teaching experience is relatively constant regardless of class absenteeism. (Voc x-ref 16-22, 16-23, pp. 197, 198; Aca x-ref 17-23, 17-24, pp. 209, 210)

Effect of Successful & Failing Programs on Student Failures, Absenteeisms, Disciplinary Action and Suspensions:

Vocational	Successful %	Failing
Failures	7.60 avg.	Too few failing teachers completed this information, less than 4.
Absenteeism	6.37 avg.	
Discipline	3.60 avg.	
Suspension	3.33 avg.	

Academic	Successful %	Failing %
Failures	8.03 avg.	24.51 avg.
Absenteeism	7.54 avg.	10.85 avg.
Discipline	3.53 avg.	14.90 avg.
Suspension	4.82 avg.	0 avg.

A longitudinal study of CVAE student absenteeism, failure, disciplinary problems and dropouts before enrollment in CVAE and each school year thereafter would provide a more accurate measure of the effectiveness of CVAE.

Evaluation

An evaluation of the program by CVAE teachers reveals that 97% of the vocational and 86% of the academic teachers feel that the CVAE program is effective in their school.

Most teachers responded to the question, "What one thing do you feel would make the biggest improvement in your present program?" The improvements suggested by teachers are listed in the order of frequency of response. (Voc 79, 80, p. 102; Aca 76, 77, pp. 123, 124)

Vocational Teachers:

1. (27.43%) Better and/or more correlation between academic and vocational courses.
2. (19.76%) Continuation of CVAE at higher levels.
3. (12.68%) More individual instruction for students.
4. (12.68%) Better guidelines, equipment, materials and facilities.

Academic Teachers:

1. (17.61%) Better guidelines, equipment, materials and facilities.
2. (17.41%) More individual instruction for students.
3. (14.62%) Better and/or more correlation between academic and vocational courses.

Program support and acceptance of the total school and the local community is considered to be a valuable asset to any educational program and especially to CVAE. Half of the administrators indicate that most of their faculty and student body know about and understand the CVAE program.

The most common method of promoting CVAE in the community is through presentation of informative programs to PTA, civic clubs and community groups, and letters to parents.

Adequate or good community support is indicated by a majority of the administrators, with 13% specifying excellent community support. Support is received most often from news media in the community and from local business. Businesses contribute supplies and/or on-the-job training for CVAE students. (Adm 83-86, pp. 57, 58)

Summary

Almost half the CVAE teachers have found chronic absentees unable to benefit under the present CVAE program. Many teachers say the undisciplined and/or apathetic student has also failed to benefit.

While most students prefer CVAE, most say they would be in school without the program. This number includes a majority of those who are past the age of truancy, yet one-third of the students indicate they are kept in school by CVAE.

Information from administrators indicates an overall decrease of 2.5% in school dropouts. The inclusion of CVAE in the curriculum had most effect in schools which denote previous dropout percentages as between six percent and 20%. In these schools, the average percent of dropouts was reduced by one-half.

Students who complete CVAE courses and return to regular classes have a higher dropout rate (4% difference) than do students enrolled in CVAE.

The effect of CVAE is most significantly shown by the comparison of dropouts, absenteeism, discipline problems and suspensions of CVAE students with their performance before enrolling in CVAE:

Dropouts	-	2.5% decrease
Absenteeism	-	11% decrease
Suspensions	-	36% decrease
Discipline problems	-	41% decrease

In the comparison of CVAE students and regular students, a majority of teachers indicate CVAE failures, absenteeism, discipline problems, and suspensions equal to or less than those of regular students. However, where teachers have encountered additional problems with CVAE, the problems have been to an excessive degree. So great has been the problems where they do exist that overall data indicates twice the percentage of absenteeism and disciplinary action with CVAE students as with regular students.

Averages of CVAE failures are equal that of regular students although CVAE failure has been discouraged by administrators and supervisors. The subject area of English appears to give CVAE students the most difficulty and produces the largest group of failures. Science produces fewer failures than any other academic course.

Teachers of more than one CVAE class seem to have fewer failures, as do the teachers who have no regular students in the same class with CVAE students.

CVAE teachers feel that the program is effective in their school. Administrators indicate that CVAE programs are accepted and supported by the school and community.

EVALUATION OF STIGMA

Evaluation of Stigma

The intangible aspect of stigma creates difficulty in achieving precise identification and measurement. However, through visitation, stigma has been found to exist in many CVAE programs and inference of stigma is found throughout questionnaire response. Both visitation and questionnaire response indicate stigma attachment is rarely associated with the vocational phase of CVAE and is therefore basically a problem of CVAE academics. This study attempts to examine the origin and substance of CVAE stigmas as they relate to students, teachers, and classrooms.

Students

The unification of students with a history of academic failure results in a prime target for stigma attachment. The situation conducive to stigma is enhanced by the fact that although TEA standards state the student eligible for CVAE will be "normal or above normal in potential ability to achieve satisfactorily in school," 90% of the students currently placed in the program have an intelligence level of below 90. In addition, the inclusion of special education students brings a previously attached stigma into CVAE in many cases.

Students come into CVAE programs with little enthusiasm toward academic classes. Their previous experiences have been those of failure and/or disinterest. However, the break from traditional education plus an interest in specific job training results in a more favorable attitude toward the vocational class. In some cases, the mainstream students have no preconceived ideas about the CVAE vocational shops because CVAE has not been a part of their experience. It has no connotation of success nor failure; therefore, it is more acceptable to the entire student body. Visitation revealed many cases of regular students requesting CVAE in order to enroll in vocational classes. Such requests are evidence of program success and acceptance by the mainstream student.

Teachers

In general, vocational teachers have a more positive attitude toward CVAE students than do academic teachers. The vocational teacher usually comes into the program as a volunteer with several years of wage-earning experience in the job area he teaches. He has had more specific training for teaching CVAE and has had less experience with regular students, and, thus, fewer preconceived thoughts regarding classroom conduct and procedures of traditional education. He has fewer students in his class, which fosters an informal atmosphere toward learning. This situation enables him not only to give more individual instruction, but also to develop a closer teacher-student relationship. His sponsorship of the CVAE student club is also advantageous to a better relationship with his students. He prefers teaching CVAE and sees more improvement in his students in all areas (other than academic achievement) than does the academic teacher.

Conversely, the academic teacher usually comes into the CVAE program from the regular teaching staff because of his availability. His experience and/or training has been with traditional education and mainstream students -- he has had little or no training for teaching CVAE. Apparently established academic teachers have more difficulty adjusting to the "untraditional" classroom situation. His classes are often overcrowded, and his students perform at different achievement levels. He usually teaches regular student classes also, and he has difficulty in obtaining appropriate CVAE teaching materials. It is often impossible for the academic teacher to provide the individual instruction or to develop the close teacher-student relationship which is common to the vocational teacher. The CVAE academic teacher usually prefers to teach regular students and sees less improvement in all areas (other than academic achievement) than does the vocational teacher.

Classes

Most CVAE students declare a preference for vocational classes over academic classes. Teachers say students feel segregated more often in academic classes than in vocational classes even though fewer academic classes are physically isolated from regular facilities, and more CVAE academic classes also contain regular students. Many factors probably contribute to this situation -- certainly the ones discussed above. In addition, CVAE students are often restricted from elective courses and normal extra-curricular student activities offered mainstream students. These conditions tend to segregate CVAE students from the phase of traditional education in which participation results from individual student desire and ability.

Summary

Previous association with academic failure, low intellectual level of selected students, and deprevation of elective courses for extra-curricular activities result in a situation ideal for stigma attachment to the academic phase of CVAE. The job interest, the break from traditional education, and the lack of previous experiences eliminate initial prejudice against the vocational phase of CVAE.

Favorable teacher and student attitudes, special CVAE teacher training, the limited number of students per classroom, and the break from traditional education result in greater success within the vocational phase. Therefore no stigma is attached to this phase of CVAE. However, due to the lack of CVAE training of academic teachers, the overcrowded classrooms, the different levels of academic achievement in one classroom, the difficulty of obtaining appropriate teacher materials, and the unfavorable attitudes of teachers and students toward the academic phase of CVAE, that aspect of the program has achieved much less success and maintains an aura of shame and discredit in many cases.

FOLLOW-UP OF FORMER STUDENTS

Perhaps the most pertinent information received concerning the former CVAE student is his inaccessibility. Several factors contribute to this situation, the obvious one being that many schools have had the program too short a time to have students qualify as "former" students.

In addition, until recently, most schools kept no follow-up records on the CVAE student who is now out of school. While many teachers have personal knowledge of "hearsay" information regarding the circumstances of some of these students, few have the time or desire to locate students and distribute questionnaires. In turn, upon the rare occasion a former student is reached, he seldom completes and returns the questionnaire.

The former student who is still in school is equally difficult to locate. He usually falls into a single category -- that of the student who has gone from CVAE classes in junior high school to a high school which has no CVAE program. He is no longer identified as a CVAE student and a scan of all school records would be necessary to locate him.

It therefore becomes evident that a research team would be required to search records, trace former students, and personally contact individual students in order to obtain valid information. The vast scope of such a project is beyond the capabilities of this study. It is felt, however, that such a project would be necessary to a completely accurate program.

During school visitations, personnel at 17 schools (listed on p. 28) indicated the possibility of contact with former CVAE students. Of the 135 questionnaires distributed at these schools, 17 were completed and returned. While the information from these questionnaires is too scant to have validity in this study, the information is as follows:

Out-of-School Youth:

All replies received from former CVAE students who are now out of school are from high school graduates, and all but one had received on-job training.

Two of the respondents are continuing to work in the semi-skilled jobs they held while in cooperative training in high school; one is going to junior college; and two are unemployed. One of the two unemployed students is a married female who feels she had no specific training in school. None of the respondents indicate any problems on the job. Four of six students indicate vocational training as helpful in the following areas:

1. Job skill
2. Employee respect
3. Opportunity for job advancement
4. Continuation in school
5. Confidence in academic ability

All would advise high school students to enter CVAE. The reasons given include (1) opportunity for job improvement, (2) development of a better attitude toward school and a respect for an occupation, and (3) expansion of learning beyond that of regular classes.

Academic classes are designated as helpful for continued job success by three of the former students. One respondent indicates the degree of helpfulness as "not much" while two did not reply. Help received from academic classes is indicated as an opportunity to pass with easier classes, self-improvement, and respect for an occupation.

Improvement of high school training is suggested by three former students. One suggestion is for more drill on subject matter. One is for additional mathematics, and one is for more classes. No one suggested improvement for the job training program.

In-School Youth:

Eleven former students who are still in school completed questionnaires which provided the following information about CVAE.

CVAE clusters in which responding students had been enrolled:

Number Students	Cluster
	Agriculture
3	Farm & Ranch Mechanical Repair
	Homemaking
4	Food Service
2	Home & Community Services
1	Home Furnishings
	Industrial
2	Cooperative Part-Time Training
3	Construction Trades
1	Furniture Repair and Upholstery

Four students were enrolled in more than one cluster.

Most students (eight) were enrolled in CVAE for two-three years, two students for one year, and one student for one semester.

Seven students indicate that CVAE academic classes are helping them to be more successful in their regular classes, and three express a better understanding of people and subject matter which helps them "to learn better and catch up on school work." Four students do not feel CVAE academic classes has helped them be more successful in regular classes. Ten of the students agree that CVAE academic classes help them to be more successful on the job and would encourage other students to enter the CVAE program.

Personal improvements which the students feel is a result of CVAE were indicated by the following number of students:

5 - Getting along with people better
4 - Improvement in grooming and appearance
7 - More interest in school
7 - Better understanding of school work

One student commented that in CVAE he "learned to do many things which helped after school was over for the year."

Three students suggest improvement in vocational training by providing more vocational subjects (two) and providing more classroom time (one).

Only one student thinks he would not be in school if he had not taken CVAE.

Students were encouraged to suggest changes in three areas -- academic programs, job training programs, and methods of teaching. As many suggestions were offered for the academic program in the other two areas combined. Students responded with the following changes in academic programs:

"Better to have been in regular classes or redemial(sic).
"Too easy."
"More time in classroom instructions."
"More subjects (two) and better books."

Changes in job-training programs:
"Have the student do their own job."
"Better equipped shop. Contest between CVAE classes in other schools."

Changes in methods of teaching:
"Have them do just about everything with their (sic) own hand and let them think it out and do it there(sic) self when learning to build."
"More than one shop teacher."

VISITATION

Purpose

The purpose of visitation was the supplementation and evaluation of questionnaire information concerning strengths and weaknesses of CVAE as seen by those working directly with the program at the local school level.

Procedure

Seventy-four schools (containing 139 CVAE units and representing approximately 20% of the 389 schools in Texas conducting CVAE programs) were randomly selected for visitation. Each school was visited and contact made with CVAE personnel -- including administrators, academic teachers, vocational teachers, and students. Interviews were unstructured to maintain objectivity and to allow all CVAE personnel to indicate emphasis each felt concerning the individual program.

Student questionnaires were completed by representing groups of current CVAE students within the schools visited. Former CVAE student questionnaires were distributed for those students in school and out of school.

One-half school day was allowed for visitation time in each school. Visitation was conducted during the period from November 27, 1972, to March 6, 1973.

Areas of observation and concentration of discussion during visitation were:

1. Overview:
    a. Successful function of CVAE programs at local level
    b. Function of vocational and academic classes
    c. Attitude and response of administration, teachers, and students
2. Evidence of program stigmas as expressed by those involved with the program.
3. Relationship of facilities, equipment, and teacher materials to proper program function.
4. Coordination between academic teachers, vocational teachers, the school, and the community .
5. Screening and selection of students for the program.
6. Effect of CVAE on the discipline and absenteeism of the identified student.

Observations and Implications from School Visitation

Overview:

Successful function of CVAE programs at the local level:

The primary purpose of this study is to determine whether CVAE has fulfilled its objectives of (1) providing students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training, and (2) providing students with an academic curriculum that departs from traditional methods of teaching and is closely coordinated with the vocational program being offered.

In this study, the successful program is interpreted as one that gives evidence of improvement of the student's self-concept as developed through the fulfillment of the stated objectives.

Conceding the impossibility of eliminating human judgment from observation, it is felt a successful CVAE program is characterized by:

(1) Students learning job-oriented skills with visible production in shops and labs

(2) Academic studies on a level at which the individual student can progress

(3) A positive attitude and constructive interaction between administrators, teachers, and students

Evidence of all the above characteristics is found in approximately 30% of the schools visited. Another 60% of the program indicates varying degrees of progressive improvement and denotes one or two of the three traits. None of the characteristics of success were found in approximately 10% of the programs.

Function of vocational and academic classes:

The most prominent success of CVAE programs is found in the vocational classroom. The development of productive skills is evident in all but 6 units of the 74 schools visited. The visual evidence of this success is reinforced by the pride in the vocational phase exhibited by administrators, teachers, and students.

According to the school administrators and vocational instructors, success of the vocational phase of CVAE is attributed to the following factors:

(1) The student's natural interest in learning a wage-earning skill

(2) A tangible reward for the student's efforts

(3) The informality of the vocational classroom

(4) The instructor's interest and pleasure in teaching in the area of his chosen vocational field (It is noted that a lack of interest on the part of the instructor is most obvious in the six nonproductive programs mentioned)

(5) The student's ability to succeed, and sometimes excel, in a school situation for the first time

There is almost unanimous agreement among CVAE personnel that the majority of problems found in the programs fall within the academic phase. Problems most frequently brought out by those concerned with the academic classes of CVAE are:

(1) Wide range of students' achievements and capabilities within one classroom

(2) No special training for CVAE academic teachers

(3) Insufficient time for classwork preparation by the teacher

(4) Poor access to teaching material

(5) Psychological carry-over from the student's past experience of academic failure

(6) Stigma

Of the 74 schools visited, 44 (59%) have modified academic classes for CVAE students. Thirteen of these schools indicate failure of the academic phase of the program according to comments by the administrators, vocational teachers, and students, and in the judgment of the visitation team. Responses signify that 19 of the modified programs are academically successful. In the remaining 12 schools, the CVAE programs are progressing and improving.

Thirty schools (41%) have CVAE students in academic classes with the mainstream students, in below-grade-level classes when available. In 13 of these schools, the personnel indicated that the academic needs of the CVAE students are not being met. (One school has plans to begin a modified academic program in a self-contained classroom, one school had just changed from a modified program, and in one school the CVAE students attend academic classes with 38-48 regular students per class). In five of the schools the needs of the CVAE students are being met at their achievement level in below-grade-level classes along with regular students of similar capabilities. Many administrators and teachers feel this arrangement eliminates stigma from the CVAE program. Three of the academic programs are progressing and nine were not evaluated either because they are unique academic programs or because insufficient information is available.

	Modified	Basic
Failing	13 (29.5%)	13 (43.3%)
Successful	19 (43.1%)	5 (14.4%)
Progressing	12 (27.3%)	3 (10.0%)
Not Evaluated		9 (30.0%)
Total	44	30

Attitude and responses of administrators, teachers, and students:

Visitation resulted in the judgment that a good CVAE program exists where there are not only good teachers and interested students, but where school leadership is interested in and promotes CVAE. The lack of interest and concern of the administration was found to have a direct relationship to the failure of the CVAE program. Each school visited which lacked administrative interest has, at best, a poor program; and in most cases the program is failing.

As in regular classes, quality of classroom situations generally reflects the attitude and ability of the teacher in charge. The informal vocational shop or laboratory environment lends itself to a close personal relationship between teacher and student. The small student numbers in vocational classes allow the teacher to provide more individual instruction and attention to students. The vocational teacher most often has experience in the CVAE subject he teaches and is teaching CVAE by choice. The positive attitude of the vocational teacher toward the CVAE program is attributed to these factors.

The same is not necessarily true in the academic phase of CVAE. Often the academic class is assigned to the first-year teacher. His training has not prepared him for the CVAE student and in many cases frustration arises due to conflict between his educational expectations and the CVAE classroom situation.

Rotation of regular classroom teachers is another instance which appears to have adverse effect upon academic teacher attitude toward CVAE. It is difficult to arouse interest and exert the added effort required for CVAE when it is a temporary assignment. Administrators and teachers alike seem to agree that experience in the CVAE classroom is of great value to the academic phase of the program.

It is noted that many administrators and teachers feel it more advantageous to have CVAE teachers teach regular classes as well as CVAE classes. Teachers having both CVAE and regular classes many times prefer the change of pace. Administrators who prefer this arrangement feel it provides the CVAE student with a class schedule that is more typical of the mainstream student.

The CVAE student shows a definite response to the concern of the administrators and teachers. The attitude of the student is more positive toward his vocational class. In interview, he vocally expresses a preference for his vocational class over academics and implies a preference by accepting situations in vocational class which he finds unacceptable in academic class. Often the high school student attends vocational class but is absent from school the remainder of the day.

Evidence of program stigma as expressed by those involved with the program:

While stigmas have never occurred in many schools, there can be little doubt a stigma attachment can be and often is a major detriment to the CVAE program.

Situations frequently resulting in stigma attachment are:

1. Isolation of the CVAE academic classroom away from the school plant. It is noted that isolation of the CVAE vocational lab or shop is acceptable to the entire student body and does not contribute to program stigma.

2. Students in contact with the same group of CVAE students all day, having no contact with the regular student body, especially if the academic classes are of one sex in a school system where all other classes are coeducational.

3. Misconception and misunderstanding of CVAE -- its purpose or goals. This situation most often coincides with disinterest and unconcern on the part of the administration and/or teachers.

It becomes expedient to examine the means of prevention or dissolution of stigma. Several circumstances are relevan. Stigma is rarely present in programs where CVAE students attend basic academic classes or attend modified CVAE academic classes and have daily contact with regular students through physical education, elective courses, and sports. No stigma is found when CVAE students remain an integral part of the total student body.

Evidence of CVAE success and program acceptance by the regular student body was found when mainstream students requested enrollment in CVAE courses. Many CVAE programs enjoy prestige within their school systems. Most often, a prestige program has a direct relationship to successful production. When the student body sees or utilizes a product made by students whose skill exceeds that of the regular student body, CVAE becomes a prestige involvement.

Products which go into the community and projects which benefit the community result in community pride and respect. This pride and respect influences the attitude of the student body toward the CVAE student.

The development of leadership among CVAE students is also a means of stigma deterrent. Leadership development is accomplished through active classroom participation, organization and participation in local clubs, and club participation at area and state levels.

Other means of successfully overcoming or preventing stigma attachment are by school recognition of CVAE achievement through CVAE participation in area and state industrial fairs, display of awards, publication of a CVAE honor roll or inclusion of the CVAE honor students on the school honor roll without CVAE designation, etc.

Relationship of facilities, equipment, and teaching materials to program function:

Adequate facilities and vocational equipment are found in a large majority of the schools visited (approximately 89%). Teachers in only eight programs indicate a problem as a result of poor or non-existent facilities or equipment.

The excellence of facilities, equipment, or teaching materials is neither typical or atypical of success in the CVAE program.

The resourcefulness of the successful teacher overcomes any lack in these areas. In many instances, less successful programs have facilities and equipment superior to that of the successful programs.

Thirty-seven percent of the teachers mentioned problems involving a lack of high-interest, low-vocabulary academic teaching materials suitable for this type of student. Many teachers express satisfaction with materials they are presently using. In almost all of the programs, the proficient teaching materials have been developed through extensive study and research by individual academic teachers. Academic teaching materials are available; however, they are not easily accessible.

In discussing the difficulty of obtaining appropriate CVAE teacher material, two recommendations are often mentioned by academic teachers. One is the compilation of a list of suitable and currently available materials with a brief discriptive comment. The other is the opportunity to meet with other CVAE teachers in the same subject areas for an exchange of ideas and the moral support such a meeting provides.

Coordination between academic teachers, vocational teachers, the school, and the community :

Almost 80% of the schools visited have no coordination of academic and vocational teachers. In approximately one-half of these schools, CVAE teachers express a desire for coordination and time for an exchange of ideas between all CVAE teachers within the school. Personnel concerned with CVAE in the remaining programs feel no need for coordination and a few say the students complain when academics are too closely related to vocational class work. It is noted that the differences in coordination requirements expressed by CVAE personnel had a direct relationship to the geographical areas visited.

The CVAE program is greatly strengthened by close coordination between academic and vocational classwork. Of the 16 schools which have substantial coordination between teachers, all but four have very successful programs. Some shop programs provide a greater opportunity to coordinate than others. In the academic subject areas, English and mathematics provide the best opportunity for coordination with shop programs. Social studies does not easily lend itself to coordination, and science coordination is limited. Teachers express the need for adaptable ideas and teaching methods to improve coordination between academic and vocational subject matter.

Screening and selection of students for the program:

The school personnel in charge of screening and selecting CVAE students was noted in one-third of the interviews with the following results:

Selection Made By	No. of Schools
Principal alone	14
Principal and Counselor	3
Principal and Teacher	2
Vocational Director	2
Principal, Counselor, and Vocational Director	1

Frequently administrators mention enrollment in CVAE as totally student-motivated with only students requesting enrollment in CVAE being screened and considered for the program.

The screening and selection of CVAE students was mentioned by administrators and/or teachers as a problem of importance in at least 20% of the schools. In these schools the following comments were noted:

No. Schools	Comments (Personnel making comments in parenthesis following comment)
1	Class used as dumping ground for discipline problems (teachers)
3	Too many special education students (teachers)
1	Need more flexibility in class numbers to allow for differences in capabilities of class groups. (Adm)
1	Need additional guidelines for screening and selecting (Adm)
1	Home and Community Services Teacher said "poor screening" and cooperative coordinator said "good screening" in same school -- vocational director selects CVAE student in this school
1	Students requesting CVAE are accepted with little screening (teachers)
1	Students screened to be "good" examples of the school -- 50% are regular students (Adm and teacher)
1	70-90 IQ used as the basic criteria for acceptance into the program (teacher)

Effect of CVAE on the discipline and absenteeism of the identified student:

Administration and teachers in approximately 50% of the schools contacted designate no appreciable difference between discipline and absenteeism problems of CVAE students and those of mainstream students. Before enrollment in CVAE, absenteeism was a major problem with these students, especially at the high school level. The CVAE program is considered the major factor in bringing discipline and absenteeism problems of CVAE students within the norm of the regular student body in these programs.

Discussion within CVAE programs which have previously had a high rate of discipline and absenteeism problems reveal the following relevant information.

(1) The problem is most often unique to academic classes

(2) The problem is magnified in programs where history of discipline problems is the prime criterion in selecting students for CVAE

(3) Discipline is more likely to become a problem in classes containing all-male students

(4) The undisciplined student has more influence over the other students in CVAE classes than in classes of regular students

(5) The CVAE student who was absent as much as 40% of the time before entering a CVAE program many times continues to be absent and remains disinterested in in school. This type of student represents not more than 10% of the CVAE student body

SUGGESTED RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

Based upon the findings of this study, the research team offers the following suggestions which might be considered a means for problem solving and program enrichment. (In no particular order of importance.)

1. CVAE certification for academic teachers.
2. CVAE consultants available to serve as advisors to local schools.
3. Bonus CVAE academic teacher units independent of regular classroom teacher units.
4. Provide adaptable ideas and teaching materials to improve the coordination of CVAE academic and vocational subject matter, and encourage local schools to provide time for CVAE teachers to coordinate their programs.
5. Develop criteria for the follow-up study of former CVAE students by local schools, to provide uniformity.
6. A CVAE club organization to unite vocational divisions, with participation by all CVAE students at the local, area, and state levels.
7. Provide the opportunity for CVAE teachers to meet together during the regular area and state vocational teacher's meeting.
8. Provide the opportunity for CVAE academic teachers to have area and state meetings comparable to those provided vocational teachers.

9. Assist schools financially, to enable them to meet the needs of identified students eligible for CVAE.

10. Provide CVAE teachers with an annotated list of available teaching materials by subject area, which have proven effectiveness in the CVAE program.

11. More involvement of local school administrators and teachers in the development of CVAE programs and policies.

12. Provide an opportunity for the exchange of ideas and materials between CVAE teachers, preferably in the same subject area.

13. Provide, at the local school level, vocational programs and below grade level academic programs for students whose achievement level, after the completion of available CVAE courses, has not yet reached the minimum required to be successful in regular classes.

14. Emphasize the teacher's interest in and attitude toward underachieving students, as well as training, when selecting CVAE teachers.

15. Develop a means to equate the class load of the CVAE academic teacher with that of the regular teacher.

16. Develop more effective criteria for the identification and screening of the CVAE students.

17. Implement a longitudinal study of CVAE students for a minimum of five years to evaluate absenteeism, failure, dropouts, disciplinary problems, and suspensions before enrollment in CVAE and for each school year thereafter.

18. Study CVAE academic programs for evidences of success.

19. Study the effect of stigma on CVAE programs.

APPENDIX

Schools Operating CVAE Programs

Schools Operating CVAE Programs

1971-1972

Questionnaires mailed to the following schools:

ANGELINA
  Huntington — Huntington ISD
    Huntington Jr. . . . . . General Construction Trades

ATASCOSA
  Pleasanton — Pleasanton ISD
    Pleasanton High . . . Farm & Ranch Repair
      General Mechanical Repair

AUSTIN
  Bellville — Bellville ISD
    Bellville High . (1/2) General Construction Trade

BASTROP
  Bastrop — Bastrop ISD
    Bastrop High . . . . . General Mechanical Repair
    Bastrop Jr. . . . . . . Home & Community Services

  Elgin — Elgin ISD
    Elgin Jr. . . . . . . Home & Community Services
      Horticulture

BEE
  Beeville — Beeville ISD
    Beeville High . . . . Home & Community Services
      Cooperative Part-Time Training Course
      General Construction Trades
      General Mechanical Repair

BELL
  Belton — Belton ISD
    Belton Jr. . . . . . . Home & Community Services
      General Mechanical Repair

  Temple — Temple ISD
    Temple High . . . . . General Construction Trades

BEXAR

Alamo Heights	Alamo Heights High	Cooperative Training
		General Construction Trades
		Office Duplication
		Office Duplication
		General Mechanical Repair
Harlandale	Harlandale ISD	
	Harlandale Middle	Metal Trades
		General Electrical Repair
		General Mechanical Repair
		General Mechanical Repair
North East	North East ISD	
	Churchill High	Office Duplication
		General Construction Trades
	Douglas MacArthur High	Office Duplication
		General Construction Trades
	Robert E. Lee High	General Mechanical Repair
		Home & Community Services
	Roosevelt High	General Construction Trades
Northside	Northside ISD	
	O.W. Holmes High	Clothing Services
		General Construction Trades
San Antonio	San Antonio ISD	
	Burbank High	General Construction Trades
	Edison High	Cooperative Training
		General Mechanical Repair
	Houston High	Building Maintenance
	Jefferson High	General Construction Trades
	South San Antonio ISD	
	South San Antonio High	Cooperative Training
	Southside ISD	
	Southside Jr.	Office Duplication
		General Mechanical Repair
	Southwest ISD	
	Southwest High	General Construction Trades
		Building Maintenance
		General Mechanical Repair
	Southwest Jr.	Office Duplication

BOWIE		
DeKalb	DeKalb ISD	
	DeKalb Jr.	Home & Community Services General Construction Trades
Texarkana	Liberty-Eylau RHSD	
	Liberty-Eylau High	General Construction Trades
	Liberty-Eylau Jr.	Home & Community Services General Construction Trades
New Boston	New Boston ISD	
	New Boston Jr.	Home & Community Services General Construction Trades General Mechanical Repair
Texarkana	Texarkana ISD	
	Pine Street Jr.	General Construction Trades
BRAZORIA		
Brazosport	Brazosport ISD	
	Brazosport High	Cooperative Part-Time Training Course Marine Repair General Mechanical Repair
Colombia	Colombia-Brazoria ISD	
	Colombia High	General Construction Trades General Mechanical Repair
BRAZOS		
Bryan	Bryan ISD	
	Bryan High	Cooperative Part-Time Training Training Course
	Jones Jr.	Home & Community Services General Construction Trades
	Neal Jr.	General Construction Trades
BREWSTER		
Alpine	Alpine ISD	
	Alpine High	Metal Trades
	Centennial Jr.	General Construction Trades Home & Community Services
BROWN		
Zephyr	Zephyr CSD	
	Zephyr High	General Construction Trades

BURLESON		
Somerville	Somerville ISD	
	Somerville	Horticulture
Snook	Snook ISD	
	Snook High	Farm & Ranch Mechanical Repair Home & Community Services Horticulture
CALDWELL		
Lockhart	Lockhart ISD	
	Lockhart High	Food Services Home & Community Services General Mechanical Repair General Mechanical Repair
	Lockhart Jr.	Home & Community Services General Mechanical Repair
Luling	Luling ISD	
	Luling Hugh	Building Maintenance
CAMERON		
Brownsville	Brownsville ISD	
	Central Intermediate	Home & Community Services General Construction Trades General Mechanical Repair
	Cummings Intermediate	Office Duplication General Mechanical Repair
	Faulk Intermediate	Home & Community Services General Construction Trades General Mechanical Repair
	Stell Intermediate	Office Duplication General Mechanical Repair
CAMP		
Pittsburg	Pittsburg ISD	
	Pittsburg Jr.	Home & Community Services Building Maintenance
CASS		
Atlanta	Atlanta ISD	
	Atlanta Jr.	Home & Community Services General Construction Trades
	Atlanta High	Horticulture Horticulture Home & Community Services

CASTRO		
Dimmitt	Dimmitt ISD	
	Dimmitt Jr.	Home & Community Services
		General Construction Trades
	Dimmitt High	Office Duplication
		General Mechanical Repair
Hart	Hart ISD	
	Hart High	Farm & Ranch Mechanical Repair
		Home & Community Services
		Cooperative Part-Time Training Course
CHEROKEE		
Alto	Alto ISD	
	Alto High	Home & Community Services
		General Construction Trades
COLLIN		
Plano	Plano ISD	
	Plano High	General Construction Trades
	Bowman Jr.	General Mechanical Repairs
	Wilson Elementary	General Mechanical Repair
CORYELL		
Gatesville	Gatesville ISD	
	Gatesville High . (1/2)	Home & Community Services
		General Mechanical Repair
COTTLE		
Paducah	Paducah ISD	
	Paducah	Horticulture
DALLAS		
Carollton	Carollton ISD	
	Turner High	Office Duplication
		Cooperative Part-Time Training Course
		Cooperative Part-Time Training Course
		General Construction Trades
		General Mechanical Repair
	Dewitt Perry Jr.	Home & Community Services
		General Mechanical Repair
	Vivian Field Jr.	Home & Community Services
		General Construction Trades

DALLAS

Dallas	Dallas ISD	
	Anderson High	General Mechanical Repair
	Dallas Vocational	Appliance Repair
		Auto Body Repair
		Bricklaying
		Cooperative Part-Time Training Course
		Machine Shop
		Power Mechanics
		Sheet Metal
		Upholstery
		Welding
	Kimble High	Cooperative Part-Time Training Course
	Lincoln High	Cooperative Part-Time Training Course
		General Mechanical Repair
		Litho Related Occupations
	North Dallas High	Cooperative Part-Time Training Course
	Pinkston High	General Mechanical Repair
		Litho Related Occupations
		Metal Trades
	Samuel High	Cooperative Part-Time Training Course
	South Oak Cliff High	Cooperative Part-Time Training Course
	Holmes Jr.	Cooperative Part-Time Training Course
	Rusk Jr.	Cooperative Part-Time Training Course
	Spence Jr.	Cooperative Part-Time Training Course
	Storey Jr.	Cooperative Part-Time Training Course
	Zaumwalt Jr.	Cooperative Part-Time Training Course
Mesquite	Mesquite ISD	
	Mesquite High	Cooperative Part-Time Training Course
		Cooperative Part-Time Training Course
	North Mesquite Jr.	Cooperative Part-Time Training Course

DALLAS		
Richardson	Richardson ISD	
	Lake Highlands High	Cooperative Part-Time Training Course
	Richardson High	Cooperative Part-Time Training Course
	Wilmer-Hutchins ISD	
	Kennedy-Curry Jr.	General Construction Trades
DAWSON		
Lamesa	Lamesa ISD	
	Lamesa High	General Mechanical Repair Textile Fabrication
DEAF SMITH		
Hereford	Hereford ISD	
	Hereford High	Office Duplication
	LaPlata Jr.	Home & Community Services General Mechanical Repair
	Stanton Jr.	Home & Community Services General Mechanical Repair
DENTON		
Denton	Denton ISD	
	Congress Jr.	Home & Community Services General Mechanical Repair
	Strickland Jr.	(1/2) Home & Community Services General Mechanical Repair
Lewisville	Lewisville ISD	
	Lewisville High	Cooperative Part-Time Training Course
	Northwest ISD	
	Northwest High	General Mechanical Repair
	Northwest Jr.	Home & Community Services
DEWITT		
Cuero	Cuero ISD	
	Cuero High	General Mechanical Repair
	Cuero Jr.	Home & Community Services General Mechanical Repair
Yorktown	Yorktown ISD	
	Yorktown Elementary	General Mechanical Repair
ELLIS		
Ennis	Ennis ISD	
	Ennis High	Office Duplication Building Maintenance
	Ennis Jr.	General Mechanical Repair

ELLIS		
Waxahachie	Waxahachie ISD	
	Wileman Jr.	Home & Community Services
		General Mechanical Repair
	Waxahachie High	Office Duplication
EL PASO		
Canutillo	Canutillo ISD	
	Canutillo High	Home & Community Services
		General Construction Trades
El Paso	El Paso ISD	
	Andress High	General Mechanical Repair
		Cooperative Part-Time Training Course
	Austin High	Home & Community Services
		General Mechanical Repair
	Bowie High	Clothing Services
		Cooperative Part-Time Training Course
		General Mechanical Repair
		Metal Trades
	El Paso High	Home & Community Services
	Irvin High	Metal Trades
	Jefferson High	General Mechanical Repair
		Metal Trades
	Henderson Jr.	Home & Community Services
		General Construction Trades
	Ross Jr.	Home & Community Services
		General Mechanical Repair
	Magoffin Elementary	Metal Trades
FALLS		
Marlin	Marlin ISD	
	Marlin Middle School	Office Duplication
		General Construction Trades
FAYETTE		
Flatonia	Flatonia High	Home & Community Services
		General Construction Trades
La Grange	La Grange ISD	
	La Grange High	Home & Community Services
		General Construction Trades
FLOYD		
Lockney	Lockney ISD	
	Lockney Jr.	General Mechanical Repair

FORT BEND			
	Stafford	Fort Bend ISD	
		Dulles High	Home & Community Services
			General Mechanical Repair
	Rosenberg	Lamar ISD	
		Rosenberg High	Home & Community Services
			Cooperative Training
			General Mechanical Repair
			General Mechanical Repair
GALVESTON			
	Galveston	Galveston ISD	
		Ball High	General Mechanical Repair
			Cooperative Training
			Cooperative Training
		Austin Jr.	Home & Community Services
			General Mechanical Repair
			General Mechanical Repair
		Central Middle School	General Mechanical Repair
			Clothing
		Lovenberg Jr.	General Mechanical Repair
	La Marque	La Marque ISD	
		La Marque High	Office Duplication
			General Construction Trades
		La Marque Jr.	Home & Community Services
			General Construction Trades
	Santa Fe	Santa Fe ISD	
		Santa Fe High (1/2)	Clothing Services
			Community Display & Decoration
GILLESPIE			
	Fredericksburg	Fredericksburg ISD	
		Fredericksburg Jr (1/2)	Home & Community Services
			General Construction Trades
GOLIAD			
	Goliad	Goliad ISD	
		Goliad High	General Construction Trades
GONZALES			
	Waelder	Waelder ISD	
		Waelder High	Home & Community Services
			General Mechanical Repair
GRAY			
	Pampa	Pampa ISD	
		Pampa Jr. (1/2)	Home & Community Services
			General Mechanical Repair

GRAYSON		
Sherman	Sherman ISD	
	Sherman High	Office Duplication
GREGG		
Gladewater	Gladewater ISD	
	Gladewater High	Horticulture
Kilgore	Kilgore	
	Kilgore High	General Mechanical Repair
	Kilgore Jr.	General Mechanical Repair
		General Mechanical Repair
Longview	Longview ISD	
	Longview High	General Mechanical Repair
GRIMES		
Navasota	Navasota ISD	
	Navasota High	Home & Community Services
	Navasota Jr.	Farm & Ranch Mechanical Repair
		Farm & Ranch Mechanical Repair
		Home & Community Services
HALE		
Plainview	Plainview ISD	
	Coronado Jr.	Office Duplication
		Furniture Repair
Abernathy	Abernathy High	Furniture Repair
HARRIS		
Deer Park	Deer Park ISD	
	Deer Park High	Cooperative Training
Goose Creek	Lee High	Cooperative Training
Houston	Houston ISD	
	Austin High	Cooperative Training
	Bellaire High	Cooperative Training
	Davis High	Cooperative Training
		General Construction Trades
		General Mechanical Repair
	Furr High	Cooperative Training
		Cooperative Training
	Houston High	Cooperative Training
		Cooperative Training

HARRIS Houston (cont)	Houston Technical Institute	Cooperative Part-Time Training Course
	Jones High	Cooperative Part-Time Training Course
	Kashmere Gardens High	Cooperative Part-Time Training Course
		General Construction Trades
	Lamar High	Office Duplication
		Cooperative Part-Time Training Course
		Cooperative Part-Time Training Course
	Cullen Jr.	Office Duplication
	Lee High	Cooperative Part-Time Training Course
	Lincoln High	Home & Community Services
		Cooperative Part-Time Training Course
		General Mechanical Repairs
	Madison High	Cooperative Part-Time Training Course
	Milby High	Cooperative Part-Time Training Course
	Reagan High	Cooperative Part-Time Training Course
	Sharpstown High	Cooperative Part-Time Training Course
	Sterling High	Cooperative Part-Time Training Course
	Waltrip High	Cooperative Part-Time Training Course
	Wheatley High	Cooperative Part-Time Training Course
		Cooperative Part-Time Training Course
	Williams High	Cooperative Part-Time Training Course
	Worthing High	Cooperative Part-Time Training Course
	Yates High	Cooperative Part-Time Training Course
	Attucks Jr.	Home & Community Services
		General Mechanical Repair
	Cullen Jr.	General Mechanical Repair
		General Mechanical Repair
	Fleming Jr.	Home & Community Services
		General Mechanical Repair

HARRIS		
Houston (cont)	Marshall Jr.	Home & Community Services General Mechanical Repair
	Ryan Jr.	Office Duplication
	Scarbrough Jr.	Cooperative Part-Time Training Course
	Smith Jr.	Horticulture
	Thomas Jr.	Office Duplication
Klein	Klein ISD	
	Klein High	Home & Community Services General Construction Trades
North Forrest	North Forrest ISD	
	Kirby Jr.	Building Maintenance
	Northwood Jr.	Building Maintenance
Pasadena	Pasadena ISD	
	Debie High	Cooperative Part-Time Training Course
	Pasadena High	Cooperative Part-Time Training Course
	Rayburn High	Cooperative Part-Time Training Course
	South Houston High	General Mechanical Repair
Sheldon	Sheldon ISD	
	King High	Home & Community Services
	C. E. King Jr.	General Mechanical Repair
Tomball	Tomball ISD	
	Tomball High	General Construction Trades
HARRISON		
Marshall	Marshall ISD	
	Marshall High	Cooperative Part-Time Training Course Cooperative Part-Time Training Course
	Pemberton High	Building Maintenance General Mechanical Repair
	Pemberton Jr.	(1-1/2)Clothing Services

HAYS		
Hays	Hays Consolidated ISD	
	Hays Jr.	Office Duplication General Mechanical Repair
	Hays High	Office Duplication
San Marcos	San Marcos ISD	
	Goodnight Jr.	Home & Community Services
HENDERSON		
Athens	Athens ISD	
	Athens High	Building Maintenance
	Athens Jr.	General Mechanical Repair
HIDALGO		
Donna	Donna ISD	
	Donna Jr.	Home & Community Services General Construction Trades
	Donna Migrant School	Office Duplication Home & Community Services General Construction Trades General Mechanical Repair
Edcouth-Elsa	Edcouth-Elsa ISD- Edcouth-Elsa High	Office Duplication General Construction Trades Metal Trades
	Ecouth-Elsa Jr.	Home & Community Services
	Central Elementary	General Mechanical Repair
Edinburg	Edinburg ISD	
	Edinburg High	Home & Community Services General Mechanical Repair Metal Trades
La Joya	La Joya ISD	
	La Joya High	General Construction Trades
McAllen	McAllen ISD	
	McAllen High	General Mechanical Repair
	Central Elementary	Home & Community Services Building Maintenance
Mercedes	Mercedes ISD	
	Mercedes Jr.	Home & Community Services General Construction Trades
	Graham Elementary	Home & Community Services General Construction Trades

HIDALGO		
Mission	Mission ISD	
	Mission Jr.	Office Duplication
		Food Services
Pharr-San Juan-Alamo	Pharr-San Juan-Alamo ISD	
	Pharr-San Juan-Alamo High	Cooperative Part-Time Training Course
		General Construction Trades
		Metal Trades
	Austin Jr.	Horticulture
		Community Display & Decoration
		General Construction Trades
		General Mechanical Repair
	Jefferson Jr.	Home & Community Services
		Commercial Display & Decoration
		General Mechanical Repair
Weslaco	Weslaco ISD	
	Weslaco Jr.	Clothing Services
		Food Services
		Building Maintenance
		General Construction Trades
		General Mechanical Repair
		General Mechanical Repair
		Auto Body Repair
	Weslaco HIGH	Cooperative Part-Time Training Course
HILL		
Whitney	Whitney ISD	
	Whitney School	Farm & Ranch Mechanical Repair
HOCKLEY		
Levelland	Levelland ISD	
	Levelland High	General Construction Trades
	Levelland Jr.	Home & Community Services
HOOD		
Grandbury	Grandbury ISD	
	Granbury High	(1/2)Clothing Services
		General Construction Trades
HOUSTON		
Grapeland	Grapeland ISD	
	Grapeland Jr.	General Construction Trades

HOWARD			
Big Springs	Big Springs ISD		
	Big Springs High		Cooperative Part-Time Training Course Furniture Repair General Mechanical Repair
	Runnels Jr.		Home & Community Services General Construction Repair
Coahoma	Coahoma ISD		
	Coahoma Jr.		General Construction Trades
HUNT			
Boles Home	Boles Home CSD		
	Boles Home High		General Mechanical Repair
HUTCHINSON			
B rger	Berger ISD		
	Berger High		Home & Community Services General Mechanical Repair
JASPER			
Kirbyville	Kirbyville ISD		
	Martin Jr.		General Construction Trades
JEFFERSON			
Beaumout	Beaumont ISD		
	Beaumont High		Home & Community Services General Construction Trades
	Crockett Jr.	(1/2)	Home & Community Services General Mechanical Repair
	Lincoln Jr.	(1/2)	Home & Community Services General Construction Trades
Nederland	Nederland ISD		
	Central Jr.		General Mechanical Repair
JIMM HOGG			
Jim Hogg	Jim Hogg County ISD		
	Hebbronville High		Building Maintenance
	Hebbronville Jr.	(1/2)	Home & Community Services Metal Trades
JIM WELLS			
Alice	Alice ISD		
	Adams Jr.		Clothing Services Food Services General Mechanical Repair General Construction Repair

JOHNSON		
Burleson	Burleson ISD	
	Burleson High	Office Duplication
		General Mechanical Repair
	Burleson Jr.	Home & Community Services
		General Mechanical Repair
KARNES		
Runge	Runge ISD	
	Runge High	Office Duplication
KAUFMAN		
Kaufman	Kaufman Intermediate	General Mechanical Repair
Kemp	Kemp ISD	
	Kemp High	Farm & Ranch Mechanical Repair
		Home & Community Services
Mabank	Mabank ISD	
	Mabank Jr.	Home & Community Services
Terrell	Terrell ISD	
	Terrell Jr.	Office Duplication
		Food Services
		General Mechanical Repair
KNOX		
Knox City	Knox City	Farm & Ranch Mechanical Repair
LAMAR		
Paris	Paris ISD	
	Paris High	Home & Community Services
LAMB		
Olton	Olton ISD	
	Olton High	General Construction Trades
LAMPASAS		
Lampasas	Lampasas ISD	
	Lampasas High	General Construction Trades
	Lampasas Jr.	General Mechanical Repair
LAVACA		
Shiner	Shiner ISD	
	Shiner High	General Construction Trades
LEON		
Leon	Leon ISD	
	Leon High	General Mechanical Repair

LIBERTY		
Liberty	Liberty ISD	
	Liberty Jr.	Clothing Services
		Home & Community Services
		General Construction Trades
LIMESTON		
Mexia	Mexia ISD	
	Mexia High	Home & Community Services
LIVE OAK		
Three Rivers	Three Rivers ISD	
	Three Rivers High	Home & Community Services
		General Mechanical Repair
George West	George West	
	George West	Farm & Ranch Mechanical Repair
LUBBOCK		
Lubbock	Lubbock ISD	
	Lubbock High	Home & Community Services
		Cooperative Part-Time Training Course
		General Mechanical Repair
	Mathews Jr.	Home & Community Services
		General Mechanical Repair
Roosevelt	Roosevelt ISD	
	Roosevelt High	General Construction Trades
MARION		
Jefferson	Jefferson ISD	
	Jefferson Jr.	Building Maintenance
	Jefferson High	Clothing Services
		Home & Community Services
		Home & Community Services
MARTIN		
Stanton	Stanton ISD	
	Stanton High	General Construction Trades
	Stanton Jr.	General Construction Trades
MATAGORDA		
Bay City	Bay City ISD	
	Bay City High	Home & Community Services
		General Mechanical Repair
		Homemaking
	Bay City Jr.	Farm & Ranch Mechanical Repair
		(1/2) Home & Community Services

MATAGORDA		
Palacies	Palacies ISD	
	Palacies High	Marine Repair
MCLENNAN		
Waco	Waco ISD	
	Jefferson-Moore High High	General Construction Trades
		General Mechanical Repair
	University Jr.	Office Duplication
		General Construction Trades
		General Mechanical Repair
	North Jr.	Home & Community Services
		General Mechanical Repair
	South Jr.	Office Duplication
		Home & Community Services
		General Construction Trades
		General Mechanical Repair
	West Jr.	Home & Community Services
		General Mechanical Repair
	Wiley Jr.	General Mechanical Repair
MIDLAND		
Midland	Midland ISD	
	Alamo Jr.	General Mechanical Repair
	Edison Freshman School	General Mechanical Repair
	Goddard Jr.	Building Maintenance
	San Jacinto Jr.	General Mechanical Repair
MONTGOMERY		
New Caney	New Caney ISD	
	New Caney Jr.	General Construction Repair
		General Mechanical Repair
MOORE		
Dumas	Dumas ISD	
	Dumas High	General Mechanical Repair
	Dumas Jr.	Home & Community Services
		General Construction Trades
MORRIS		
Daingerfield	Daingerfield ISD	
	Daingerfield High	Home & Community Services
		General Construction Trades
	Daingerfield Jr.	Home & Community Services

NACADOCHES		
Nacagdoches	Nacagdoches ISD	
	Nacagdoches High	General Construction Trades
NAVARRO		
Corsicana	Corsicana ISD	
	Collins Middle	Home & Community Services
		General Construction Trades
	Drane Middle	Home & Community Services
		General Construction Trades
NEUCES		
Bishop	Bishop ISD	
	Bishop Jr.	Home & Community Services
		General Mechanical Repair
Corpus Christi	Corpus Christi ISD	
	Carroll High	Cooperative Training
		Cooperative Training
	King High	Cooperative Training
		Cooperative Training
	Miller High	Home & Community Services
		Cooperative Training
	Moody High (1/2)	Home & Community Services
		Cooperative Training
	Ray High	Cooperative Training
	Barnes Jr.	Home & Community Services
		Home & Community Services
		General Mechanical Repair
		Metal Trades
	Coles Jr.	Home & Community Services
		General Mechanical Repair
		Metal Trades
	Cunningham Jr	Home & Community Services
		General Mechanical Repair
		Metal Trades
	Driscoll Jr. (1 1/2)	Home & Community Services
		General Mechanical Repair
		Metal Trades
	Martin Jr.	General Construction Trades
		Metal Trades
	Seale Jr.	Home & Community Services
	Shannon Jr.	Home & Community Services
		General Construction Trades
	South Park Jr.	General Construction Trades
	Wynn Jr.	General Mechanical Repair
		Metal Trades

NUECES		
Flour Bluff	Flour Bluff ISD	
	Flour Bluff High	General Mechanical Repair
	Flour Bluff Jr.	Office Duplication Home & Community Services General Construction Trades
Robstown	Robstown ISD	
	Robstown High	General Mechanical Repair
Tuloso-Midway	Tuloso-Midway ISD	
	Tuloso-Midway High	General Construction Trades
	Tuloso-Midway Jr.	Office Duplication Home & Community Services General Construction Trades
OCHILTREE		
Perryton	Perryton ISD	
	Perryton High	General Mechanical Repair
	Perryton Jr.	General Construction Trades
OLDHAM		
Boys Ranch	Boys Ranch ISD	
	Boys Ranch High	Cooperative Training
Vider	Vider ISD	
	Vider Jr.	General Mechanical Repair
PARKER		
Weatherford	Weatherford ISD	
	Weatherford High	Office Duplication General Mechanical Repair
PARMER		
Friona	Friona ISD	
	Friona Jr.	General Construction Trades
	Friona High	General Mechanical Repair
POLK		
Livingston	Livingston ISD	
	Livingston High	Home & Community Services General Construction Trades
Corrigan-Camden	Corrigan-Camden ISD	
	Corrigan-Camden School	Farm & Ranch Mechanical Repair

POTTER	Amarillo	Amarillo ISD	Amarillo High	Home & Community Services Cooperative Part-Time Training Course General Mechanical Repair General Mechanical Repair
			Caprock High	Home & Community Services Cooperative Part-Time Training Course General Mechanical Repair
			Palo Duro High	Home & Community Services Cooperative Part-Time Training Course General Mechanical Repair
			Carver Jr.	Home & Community Services General Mechanical Repair
PRESIDIO	Marfa	Marfa ISD	Marfa High	General Construction Trades
REEVES	Pecos-Barstow	Pecos-Barstow ISD	East Pecos Jr.	Home & Community Services General Mechanical Repair
SAN PATRICIO	Taft	Taft ISD	Taft Jr.	Home & Community Services General Construction Trades General Mechanical Repair
SAN SABA	San Saba	San Saba ISD	San Saba High	(1/2) Office Duplication General Construction Trades (1/2) General Mechanical Repair
			San Saba Jr.	(1/2) Home & Community Services

SCURRY		
Snyder	Snyder ISD	
	Snyder High	Home & Community Services Cooperative Part-Time Training Course General Mechanical Repair
	Travis Jr.	Home & Community Services General Mechanical Repair
SAN AUGUSTINE		
San Augustine	San Augustine ISD	
	San Augustine School	Farm & Ranch Mechanical Repair
SHELBY		
Tenaha	Tenaha ISD	
	Tenaha High	General Construction Trades Shop
SMITH		
Chapel Hill	Chapel Hill ISD	
	Chapel Hill Jr.	Metal Trades
Lindale	Lindale ISD	
	Lindale Jr.	General Mechanical Repair
STAR		
Rio Grande City	Rio Grande City ISD	
	Ringgold Elementary	General Construction Trades
SWISHER		
Tulia	Tulia ISD	
	Tulia High	Metal Trades
	Tulia Jr.	Home & Community Services General Construction Trades
TARRANT		
Arlington	Arlington ISD	
	Arlington High	Cooperative Part-Time Training Course Cooperative Part-Time Training Course
	Houston High	Cooperative Part-Time Training Course

TARRANT		
Birdville	Birdville ISD	
	Haltom City School	Building Maintenance
		Cooperative Part-Time Training Course
	Haltom Jr. (1/2)	Home & Community Services
		General Mechanical Repair
	Richland High	General Mechanical Repair
	Richland Jr. (1/2)	Home & Community Services
		General Mechanical Repair
Castleberry Castleberry	Castleberry ISD	
	Castleberry High	Cooperative Part-Time Training Course
Eagle-Mountain-Saginaw	Eagle-Mountain-Saginaw ISD	
	Boswell High	Office Duplication
		General Construction Trades
		General Mechanical Repair
Ft. Worth	Ft. Worth ISD	
	North Side High	Office Duplication
		Home & Community Services
		General Construction Trades
	Trimble Tech. High	Office Duplication
		Office Duplication
		General Construction Trades
		General Construction Trades
		Metal Trades
	Elder Middle	General Mechanical Repair
		Cosmetology
	Forrest Oak Middle	General Mechanical Repair
	Diamond Hill Jarvis High.	Home & Community Services
	Dunbar Middle School	Home & Community Services
	Parker Middle School	Home & Community Services
	Rosemont Middle	Home & Community Services
	James Middle	Home & Community Services
Lake Worth	Lake Worth ISD	
	Lake Worth Jr.	Home & Community Services
	Lake Worth High	Cooperative Part-Time Training Course

TARRANT		
Hurst-Euless-Bedford	Hurst-Euless-Bedford ISD	
	Bell High	Cooperative Part-Time Training Course
	Trinity High	Cooperative Part-Time Training Course
	Bedford Jr.	General Mechanical Repair
	Central Jr.	General Mechanical Repair
	Euless Jr.	General Mechanical Repair
	Hurst Jr.	General Mechanical Repair
White Settlement	White Settlement ISD	
	Brewer High	Cooperative Part-Time Training Course
TERRY		
Brownfield	Brownfield ISD	
	Brownfield High	General Construction Trades
	Brownfield Middle (1/2)	Home & Community Services General Construction Trades
TITUS		
Mount Pleasant	Mount Pleasant ISD	
	Mt. Pleasant High	Horticulture Office Duplication Home & Community Services General Construction Trades
TOM GREEN		
San Angelo	San Angelo ISD	
	Central High	Office Duplication Cooperative Part-Time Training Course General Construction Trades
	Edison Jr.	Home & Community Services General Construction Trades General Mechanical Repair
	Glenn Jr.	Office Duplication Home & Community Services General Mechanical Repair
	Lincoln Jr.	Clothing Services General Construction Trades General Mechanical Repair

TRAVIS		
Austin	Austin ISD	
	Reagan High	General Mechanical Repair
Manor	Manor ISD	
	Manor Jr.	General Construction Trades
TRINITY		
Trinity	Trinity ISD	
	Trinity School	Farm & Ranch Mechanical Repair
UVALDE		
Sabinal	Uvalde ISD	
	Sabinal School	Farm & Ranch Mechanical Repair
VAL VERDE		
San Felipe-Del Rio	San Felipe-Del Rio CISD CISD	
	Del Rio High	Building Maintenance
	Del Rio Jr.	Home & Community Service Building Maintenance General Mechanical Repair
VAN ZANDT		
Grand Saline	Grand Saline ISD	
	Grand Saline	Horticulture
WALKER		
Huntsville	Huntsville ISD	
	Huntsville Intermediate	Farm & Ranch Mechanical Repair Home & Community Services
WARD		
Monahans-Wickett-Pyote	Monahans-Wickett-Pyote ISD	
	Monahans High	General Construction Trades
	Hudler Jr.	General Mechanical Repair
WASHINGTON		
Brenham	Brenham ISD	
	Brenham High	General Construction Trades
	Brenham Jr.	Home & Community Services General Construction Trades
WEBB		
Laredo	Laredo ISD	
	Christian Jr.	General Construction Trades General Mechanical Repair

WEBB		
Laredo (cont)	Lamar Jr.	Clothing Services Food Services General Construction Trades Furniture Repair
	Martin High	Office Duplication
	Nixon High	Office Duplication
United Consolidated	United Consolidated ISD	
	United High	General Construction Trades
WHARTON		
El Campo	El Campo ISD	
	El Campo High	General Construction Trades
	El Campo Jr.	General Construction Trades
Wharton	Wharton ISD	
	Wharton High	General Construction Trades
	Wharton Jr.	Horticulture Home & Community Services General Construction Services
WICHITA		
Iowa Park	Iowa Park ISD	
	Iowa Park High	Office Duplication General Construction Trades
Wichita Falls	Wichita Falls ISD	
	McNeil Jr.	General Mechanical Repair
WILLACY		
Raymondville	Raymondville ISD	
	Raymondville High . .	General Construction Trades
	Myra Green Jr. . . .	Home & Community Services Community Display & Decoration General Construction Trades General Mechanical Repair
WILLIAMSON		
Georgetown	Georgetown ISD	
	Georgetown High . .	Food Services General Construction Trades
Round Rock	Round Rock ISD	
	Round Rock High . . .	Good Services General Mechanical Repair

WILLIAMSON		
Taylor	Taylor ISD	
	Taylor Middle School	Food Services
	Taylor Jr.	General Construction Trades
WILSON		
Floresville	Floresville ISD	
	Floresville Jr.	Home & Community Services
		General Construction Trades
WINKLER		
Kermit	Kermit ISD	
	Kermit High	Building Maintenance
	Kermit Jr.	General Mechanical Repair
WISE		
Bridgeport	Bridgeport ISD	
	Bridgeport Jr.	Home & Community Services
		General Construction Trades
ZAPATA		
Zapata	Zapata ISD	
	Zapata Jr.	Office Duplication
		General Construction
ZAVALA		
Crystal City	Crystal City ISD	
	Crystal City High	Office Duplication

Distribution of Questionnaires

Former CVAE Students

Distribution of Questionnaires for Former CVAE Students

In-School Youth

No.	School	Distributing Personnel
5	Snyder	Mrs. Janet Wesson, Counselor
5	El Campo HS	Counselor or Vocational Director
4	Laredo	Counselor
4	Hebbronville	Counselor
5	Wheatley	Mr. Doyen
5	Beeville	Vocational Director, Mr. Hatcher
5	George West	Counselor, Mr. Coleman
5	Moody HS	Mr. Guerra, Teacher
5	Floresville	Mr. Elliot, Principal

Out-Of-School Youth

12	White Settlement ISD	Mr. James C. Holt, Coop Teacher
15	Snyder	Mrs. Janet Wesson, Counselor
5	Flatonia HS	Principal, Douglas Mach
5	El Campo HS	Counselor or Vocational Director
1	Lindale	Mr. Perryman
5	Marshall	English Teacher
4	Hebbronville	Counselor
5	Weslaco	Mr. Guerra
4	Abernathy	Mr. Martin
3	Hereford	Mr. Penn
5	Wheatley	Mr. Doyen
5	Pasadena	Mr. Williams
5	Beeville	Vocational Director, Mr. Hatcher
8	George West	Counselor, Mr. Coleman
5	Moody HS	Mr. Guerra, Coop Teacher
5	Floresville	Mr. Elliot, Principal

Schools Which Have Discontinued Units

DISCONTINUED CVAE

1970-71

ANGELINA	Lufkin	Drawer 1407 Lufkin 75901	(75901)	Lufkin Jr.: 1 Hort.; 1 Gen. Mech. Dunbar Jr.: 1 Hort.; 1 Gen. Mech.
DALLAS	Wilmer-Hutchins	3820 E. Illinois Dallas 75216		1 Gen. Const.
EDWARDS	Rocksprings	Box 157 Rocksprings 78880		1 Gen. Const.
EL PASO	El Paso (area)	Box 1710 El Paso 79999	(79925)	Burges H.S.
GOLIAD	Goliad	Box 830 Goliad 77963		1 Const. Tr.
GONZALES	Waelder	Box 536 Waelder 78959		2 (1 HM & Com Ser; 1 Ge. Mech.)
HARRIS	Houston	3800 Richmond Houston 77027	(77035)	Fondren Jr.: 1 Hort.
TARRANT	Ft. Worth	3210 W. Lancaster Ft. Worth 76107	(76106)	Meacham: 1 HM & Com.
NUECES	Corpus Christi	Box 110 Corpus Christi 78403		Sundeen: 1 Const. 1/2 HM Ass't. Solomon: 1 Gen. Mech. (These schools not listed in directory)
RUSK	West Rusk	Box 168 New London 75682		2 (1 HM Rel.; 1 Const.)

TARRANT Ft. Worth	3210 W. Lancaster Ft. Worth 76107	(76104) Trimble HS	Gen. Const.; Graphic Arts
		(76111) Riverside Middle	Home & Com.
WALLER Royal	Box 247 Brookshire 77423		1/2 HM Rel.

CVAE Administrative Questionnaire

With Distribution of Response

CVAE Administrator

1. What is the size of your total school system. Check the number of students?

0 (.00) less than 350
13 (7.34) 350-699
26 (14.69) 700-1499
34 (19.21) 1500-2999
32 (18.08) 3000-4999
17 (9.60) 5000-9999
55 (31.07) 10,000 or more
0 (.00) no response
177 base

Supervision

2. As the direct supervisor of your schools CVAE program, what is your title?

9 (5.08) superintendent
1 (.56) ass't superintendent
86 (48.59) principal
7 (3.95) ass't principal
1 (.56) vocational supervisor
20 (11.30) vocational counselor
46 (25.99) vocational director/administrator
7 (3.95(other
177 base

3. How many years have you supervised the CVAE program (include this year)?

24 (13.79) answered with 1
51 (29.31) answered with 2
60 (34.48) answered with 3
17 (9.77) answered with 4
22 (12.64) answered with 5
3 (1.72) did not answer
174 base

4. Does your school system have a vocational director/administrator?

118 (70.24) yes
50 (29.76) no
168 base

5. What phase of the CVAE program do you supervise?

120 (68.57) both vocational and academic
47 (26.86) vocational
8 (4.57) academic
175 base

6. If you supervise only one phase, what is the title of the supervisor of the other phase?

2 (3.03) superintendent
2 (3.03) ass't superintendent
42 (63.64) principal
2 (3.03) ass't principal
2 (3.03) vocational supervisor
3 (4.55) vocational counselor
11 (16.67) vocational director/administrator
2 (3.03) other
66 base

7. Give the number of vocational cluster units you supervise.

VOE - 10.26

40 (10.26) office duplication

Agriculture - 5.38

14 (3.59) farm and ranch mechanical repair
7 (1.79) horticulture

Homemaking -27.19

20 (5.13) clothing services
0 (.00) commercial lodging
22 (5.65) food service
60 (15.38) home and community service
4 (1.03) home furnishings

Industrial - 53.84

16 (4.10) building maintenance
2 (.51) commercial display and decorating
28 (7.18) cooperative training
64 (16.41) construction trades
5 (1.28) furniture repair and upholstery
80 (20.51) mechanical repair
1 (.26) marine repair
14 (3.59) metal trades

13	(3.33)	other
390		base

8. Check the grade levels in which CVAE is offered in your school.

For boys:

76	(16.93)	seventh
108	(24.05)	eighth
100	(22.27)	ninth
87	(19.38)	tenth
44	(9.80)	eleventh
33	(7.35)	twelfth
449		base

For girls:

46	(16.03)	seventh
64	(22.30)	eighth
60	(20.91)	ninth
53	(18.47)	tenth
36	(12.54)	eleventh
28	(9.76)	twelfth
287		base

9. In the schools you supervise, give the percent of the student body enrolled in CVAE.

Elementary

8	(88.89)	answered with	0
1	(11.11)	answered with	1
168	(.00)	did not answer	
9		base	

Junior High

5	(5.10)	answered with	0
30	(30.61)	answered with	1-5
28	(28.56)	answered with	6-10
31	(31.62)	answered with	11-20
4	(4.08)	answered with	30-45
79	(80.61)	did not answer	
98		base	

Middle School

4	(16.67)	answered with	0
10	(41.17)	answered with	1-5
6	(25.10)	answered with	6-10
4	(16.68)	answered with	11-22
153	(637.50)	did not answer	
24		base	

Senior High

48	(50.52)	answered with	1-5
28	(29.49)	answered with	6-10
13	(13.68)	answered with	11-20
6	(6.32)	answered with	23-38
82	(86.32)	did not answer	
95		base	

Vocational

4	(21.05)	answered with	1-5
7	(36.84)	answered with	6-10
4	(21.04)	answered with	11-20
4	(21.04)	answered with	22-45
158	(831.58)	did not answer	
19		base	

Other

1	(25.00)	answered with	1
2	(50.00)	answered with	10
1	(25.00)	answered with	55
173	(.00)	did not answer	
4		base	

10. Estimate the number of students in your school who are eligible but not enrolled.

71	(40.34)	less than 10 per cent
46	(26.14)	15 per cent
30	(17.05)	20 per cent
16	(9.09)	30 per cent
8	(4.55)	40 per cent
4	(2.27)	more than 40 per cent
176		base

11. Why are other CVAE units not offered in your school?

30	(10.45)	no identified need
114	(39.72)	no facilities available
22	(7.67)	no qualified teacher available
24	(29.27)	no funds available for additional facilities
10	(3.48)	cost per teacher unit prohibitive
12	(4.18)	cost per student prohibitive
13	(4.53)	other
287		base

12. What is your average number of visits to each CVAE unit per semester for supervisory purposes?

Vocational			Academic		
2	(1.19)	none	10	(7.41)	none
20	(11.90)	three	30	(22.22)	three
23	(13.69)	six	29	(21.48)	six
40	(23.81)	ten	19	(14.07)	ten
21	(12.50)	fifteen	14	(10.37)	fifteen
18	(10.71)	twenty	15	(11.11)	twenty
11	(6.55)	thirty	6	(4.44)	thirty
13	(7.74)	forty	6	(4.44)	forty
19	(11.31)	more	5	(3.70)	more
168		base	135		base

Faculty Information

13. What is the total number of CVAE teachers in your system?

Academic 874 Vocational 470

CVAE Administrator

14. Give the number of vocational and academic teachers who were s selected from each source:

	Academic	Vocational
Assigned from regular teach staff	780	85
Employed to teach CVAE	96	371

How many teachers:

	Academic	Vocational
Volunteered to teach CVAE?	216	292
Were assigned to teach CVAE?	514	106
How many teach only CVAE courses?	120	410
How many teach both regular and CVAE courses	626	33

15. Does the CVAE teaching assignment rotate amoung your academic teachers?

16. Give the number from the regular staff assigned by methods listed:

Vocational	Academic	
47	252	Assigned because of availability
132	214	Had special skills for teaching CVAE
0	155	Had experience teaching students with learning disabilities
50	237	Had a deep desire to help student with learning and socio-economic disabilities
3	50	Assigned because no one else would accept the assignment
7	61	Assigned because teaching CVAE courses is on a rotation basis
2	15	Other. Indicate:

17. Give the number of teachers employed to teach CVAE assigned by methods listed:

Vocational	Academic	
73	97	Assigned because of availability
220	96	Had special skills for teaching CVAE
3	76	Had experience teaching students with learning disabilities
55	81	Had a deep desire to help students with learning and socio-economic disabilities
0	39	Assigned because no one else would accept the assignment

Vocational	Academic	
0	14	Assigned because teaching CVAE courses is on a rotation basis
6	3	Other. Indicate:

18. How many of your CVAE vocational teachers who have taught CVAE for 2 years or more have not yet completed the required workshop courses?

128 (80.00) none
23 (14.38) one
4 (2.50) two
3 (1.88) three
2 (1.25) four
0 (.00) five
0 (.00) six
0 (.00) seven
0 (.00) eight
0 (.00) more
160 base

19. Check the needs for teacher certification which you recognize

54 (23.08) present requirements are adequate
64 (27.35) require specialized training for academic teachers
30 (12.82) have CVAE certification requirements for academic teachers
78 (33.33) summer CVAE certification workshops located in several colleges or universities about the state
8 (3.42) other
234 base

20. What problems in faculty selection and assignment have you encountered?

46 (12.47) none
94 (25.47) lack of academic teachers with special training for teaching CVAE students
47 (12.74) lack of qualified CVAE vocational teachers
42 (11.38) finding CVAE vocational teachers with occupational experience who can adapt to the school environment
16 (4.34) finding vocational teachers with enough employment experience in skills to be taught
27 (7.32) lack of academic teachers trained to teach reading
47 (12.74) lack of teacher's understanding of the CVAE program

Its goals and objectives

44	(11.92)	inadequate funds to meet student-teacher ratio for CVAE academic teacher
7	(1.63)	other
369		base

Student information

21. Use a scale from 0 (never) to 4 (always) to indicate the frequency with which each of the following participate in the identification, screening, and selection of CVAE students in your school.

Unknown

15	(100.00)	answered with	0
162	(.00)	did not answer	
15		base	

Regular teacher - 2.50 avg

10	(7.35)	answered with	0
15	(11.03)	answered with	1
39	(28.68)	answered with	2
41	(30.15)	answered with	3
31	(22.79)	answered with	4
41	(30.15)	did not answer	
136		base	

Principal - 2.93 avg

4	(2.76)	answered with	0
21	(14.48)	answered with	1
29	(20.00)	answered with	2
18	(12.41)	answered with	3
73	(50.34)	answered with	4
32	(22.07)	did not answer	
145		base	

Counselor - 3.47 avg

3	(1.90)	answered with	0
11	(6.96)	answered with	1
8	(5.06)	answered with	2
22	(13.92)	answered with	3
114	(72.15)	answered with	4
19	(12.03)	did not answer	
158		base	

CVAE teacher - 3.80 avg

6	(4.26	answered with	0
12	(8.51	answered with	1
23	(16.31)	answered with	2
28	(19.86)	answered with	3
72	(51.06)	answered with	4
36	(25.53)	did not answer	
141		base	

Vocational director/administrator
1.97 avg

24	(26.37)	answered with	0
14	(15.38)	answered with	1
19	(20.88)	answered with	2
9	(9.89)	answered with	3
25	(27.47)	answered with	4
86	(94.51)	did not answer	
91		base	

Other - 2.25

5	(41.67)	answered with	0
1	(8.33)	answered with	3
6	(50.00)	answered with	4
165	(.00)	did not answer	
12		base	

22. Are counseling services available in your school?

165	(97.06)	yes
5	(2.94)	no
170		base

23. Indicate by the same scale (0-4) used above the counseling services most frequently used for screening students before entering CVAE.

Unknown

14	(93.33)	answered with	0
1	(6.67)	answered with	4
162	(.00)	did not answer	
15		base	

Personal interview

3	(2.14)	answered with	0
8	(5.71)	answered with	1
16	(11.43)	answered with	2
29	(20.71)	answered with	3
84	(60.00)	answered with	4
37	(26.43)	did not answer	
140		base	

Achievement testing

2	(1.45)	answered with	0
3	(2.17)	answered with	1
25	(18.12)	answered with	2
28	(20.29)	answered with	3
80	(57.97)	answered with	4
39	(28.26)	did not answer	
138		base	

Intelligence testing

8	(6.78)	answered with	0
9	(7.63)	answered with	1
23	(19.49)	answered with	2
20	(16.95)	answered with	3
58	(49.15)	answered with	4
59	(50.00)	did not answer	
118		base	

Vocational testing (aptitude)

16	(24.62)	answered with	0
8	(12.31)	answered with	1
19	(29.23)	answered with	2
10	(15.38)	answered with	3
12	(18.46)	answered with	4
112	(172.31)	did not answer	
65		base	

Personality inventory

25	(47.17)	answered with	0
9	(16.98)	answered with	1
7	(13.21)	answered with	2
8	(15.09)	answered with	3
4	(7.55)	answered with	4
124	(233.96)	did not answer	
53		base	

CVAE Administrator

Other

6	(42.86)	answered with	0
1	(7.14)	answered with	1
1	(7.14)	answered with	3
6	(42.86)	answered with	4
163	(.00)	did not answer	
14		base	

Average level of students tested

15	(12.71)	below 70
27	(22.88)	70's
60	(50.85)	80's
15	(12.71)	90's
1	(.85	100 or above
118		base

24. By the same value scale (0-4) indicate frequency with which other factors are considered in the selection of CVAE students.

Unknown

12	(92.31)	answered with	0
1	(7.69)	answered with	1
164	(.00)	did not answer	
13		base	

Absenteeism

9	(7.56)	answered with	0
10	(8.40)	answered with	1
29	(24.37)	answered with	2
33	(27.73)	answered with	3
38	(31.93)	answered with	4
58	(48.74)	did not answer	
119		base	

Discipline problems

22	(21.78)	answered with	0
15	(14.85)	answered with	1
29	(28.71)	answered with	2
19	(18.81)	answered with	3
16	(15.84)	answered with	4
76	(75.25)	did not answer	
101		base	

Academic failure

1	(.62)	answered with	0
5	(3.09)	answered with	1
20	(12.35)	answered with	2
40	(24.69)	answered with	3
96	(59.26)	answered with	4
15	(9.26)	did not answer	
162		base	

Cultural deprivation

11	(10.09)	answered with	0
8	(7.34)	answered with	1
30	(27.52)	answered with	2
30	(27.52)	answered with	3
30	(27.52)	answered with	4
68	(62.39)	did not answer	
109		base	

Home situation

15	(15.00)	answered with	0
16	(16.00)	answered with	1
30	(30.00)	answered with	2
25	(25.00)	answered with	3
14	(14.00)	answered with	4
77	(77.00)	did not answer	
100		base	

Overage

9	(8.33)	answered with	0
7	(6.48)	answered with	1
17	(15.74)	answered with	2
27	(25.00)	answered with	3
48	(44.44)	answered with	4
69	(63.89)	did not answer	
108		base	

Social maladjustment

13	(13.00)	answered with	0
11	(11.00)	answered with	1
30	(30.00)	answered with	2
25	(25.00)	answered with	3
21	(21.00)	answered with	4
77	(77.00)	did not answer	
100		base	

Other

4	(50.00)	answered with	0
1	(12.50)	answered with	2
3	(37.50)	answered with	4
169	(.00)	did not answer	
8		base	

25. Have your CVAE students been screened for physical reading handicaps such as perception problems, dyslexia, etc. ?

72	(45.00)	yes
88	(55.00)	no
160		base

26. How many students identified for CVAE courses were not enrolled for lack of parental consent?

88	(52.38)	none
13	(7.74)	one
19	(11.31)	two
7	(4.17)	three
5	(2.98)	four
11	(6.55)	five
25	(14.88)	more
168		base

27. If counseling services are available in your school, how many CVAE students visited the counselor last year?

14	(8.81)	1-5
12	(7.55)	6-10
17	(10.69)	11-15
21	(13.21)	16-20
95	(59.75)	more
159		base

28. What was the average number of visits to the counselor per CVAE student last year?

5	(3.11)	none
35	(21.74)	one
60	(37.27)	two
37	(22.98)	three
16	(9.94)	4-8
8	(4.97)	more
161		base

29. How many CVAE students have visited the counselor to date this year?

27	(17.53)	1-5
33	(21.43)	6-10
18	(11.69)	11-15
24	(15.58)	16-20
52	(33.77)	more
154		base

30. Does the location of the vocational shops and academic classrooms isolate the CVAE student from the total student body?

23	(13.29)	yes
150	(86.71)	no
173		base

31. Is your present location satisfactory?

138	(79.77)	yes
35	(20.23)	no
173		base

If not, indicate a change in location that would better facilitate the needs of your students.

In the building with regular students

6	(15.00)	at their grade level
2	(5.00)	at their age level
22	) 55.00)	in a CVAE complex
10	(25.00)	other
40		base

32. Do your students have the opportunity to participate in school activities?

172	(98.85)	yes
2	(1.15)	no
174		base

If yes, what activities?

93	(15.17)	school publications
158	(25.77)	sports

Assemblies

162	(26.43)	attend
141	(23.00)	participate
59	(9.62)	other
613		base

33. Do you have students in CVAE classes who should be in special education?

Special education

78	(46.16)	yes
91	(53,85)	no
169		base

If yes, estimate the number of special education students you have in CVAE classes.

11	(12.94)	answered with	0
38	(44.70)	answered with	1-3
21	(24.70)	answered with	4-6
10	(11.77)	answered with	8-10
2	(2.35)	answered with	13
3	(3.53)	answered with	20
85		base	
359		total number of special education students	

How many of these CVAE students have been screened and identified as special education students?

24	(33.80)	answered with	0
26	(36.66)	answered with	1-3
13	(18.33)	answered with	4-6
5	(7.05)	answered with	8-10
2	(2.82)	answered with	13
1	(1.41)	answered with	15
71		base	
195		total identified as special education	

34. Who screens and identifies the special education students in your school?

62 (17.97) principal
62 (17.97) teacher
102 (29.57) special education coordinator
81 (23.48) counselor
7 (2.03) school nurse
31 (8.99) other
345 base

35. By what method are special education students identified? (Left out by computer)

36. Have you had CVAE long enough in your school for a CVAE student to graduate?

67 (38.51) yes
107 (61.49) no
174 base

37. What per cent of the CVAE students in your school will have completed the program?

Are still in school
9 (7.44) answered with 0
5 (4.15) answered with 1-10
4 (3.31) answered with 11-20
4 (3.31) answered with 21-30
4 (3.31) answered with 35-40
2 (1.65) answered with 50
6 (4.96) answered with 60
5 (4.13) answered with 70
11 (9.13) answered with 75-80
29 (24.07) answered with 85-90
42 (34.86) answered with 92-99
121 base

Have dropped out of school
10 (9.26) answered with 0
65 (60.45) answered with 1-10
13 (12.09) answered with 14-20
12 (11.16) answered with 25-30
2 (1.86) answered with 35-40

Have graduated
26 (32.50) answered with 0
20 (25.00) answered with 1-10
9 (11.25) answered with 13-20
5 (6.25) answered with 26-30
2 (2.50) answered with 35-40
3 (3.75) answered with 42-50
1 (1.25) answered with 60
1 (1.25) answered with 70
6 (7.50) answered with 75-80
2 (2.50) answered with 85-86
5 (6.25) answered with 95-99
80 base

4 (3.72) answered with 44-50
1 (.93) answered with 60
1 (.93) answered with 75
108 base

38. For what reason did the CVAE students drop out of school?

For gainful employment
2 (2.47) answered with 0
10 (12.35) answered with 1
8 (9.88) answered with 2
4 (4.94) answered with 3
4 (4.94) answered with 4
9 (11.11) answered with 5
3 (3.70) answered with 7
41 (50.62) answered with 9
81 base

Expelled
6 (15.79) answered with 0
7 (18.42) answered with 1
4 (10.53) answered with 2
2 (5.26) answered with 3
9 (23.68) answered with 5
1 (2.63) answered with 6
9 (23.68) answered with 9
38 base

Other
1 (3.85) answered with 0
8 (30.77) answered with 1
1 (3.85) answered with 2
2 (7.69) answered with 3
1 (3.85) answered with 5
2 (7.69) answered with 7
11 (42.31) answered with 9
26 base

Because of pregnancy
5 (11.63) answered with 0
10 (23.26) answered with 1
6 (13.95) answered with 2
1 (2.33) answered with 3
3 (6.98) answered with 4
5 (11.63) answered with 5
1 (2.33) answered with 8
12 (27.91) answered with 9
43 base

Unknown
3 (4.84) answered with 0
12 (19.35) answered with 1
5 (8.06) answered with 2
4 (6.45) answered with 3
3 (4.84) answered with 4
8 (12.90) answered with 5
1 (1.61) answered with 6
1 (1.61) answered with 7
25 (40.32) answered with 9
62 base

CVAE Administrator

39. What percent of the students completing CVAE have continued success?

In regular academic courses

4	(4.76)	answered with	0
16	(19.04)	answered with	1-10
13	(15.47)	answered with	15-20
6	(7.14)	answered with	21-30
1	(1.19)	answered with	40
9	(10.71)	answered with	50
5	(5.95)	answered with	60
6	(7.14)	answered with	70
14	(16.66)	answered with	75-80
5	(5.95)	answered with	85-90
5	(5.90)	answered with	95-99
84		base	

In regular vocational courses

5	(6.25)	answered with	0
9	(11.25)	answered with	1-10
7	(8.75)	answered with	15-20
7	(8.75)	answered with	21-30
4	(6.25)	answered with	35-40
9	(11.25)	answered with	50
5	(6.25)	answered with	60
2	(2.50)	answered with	70
7	(8.75)	answered with	75-80
14	(17.50)	answered with	85-90
10	(12.50)	answered with	95-99
80		base	

In finding jobs

8	(12.31)	answered with	0
13	(20.02)	answered with	1-10
10	(15.40)	answered with	15-20
4	(6.15)	answered with	21-30
3	(4.62)	answered with	40
4	(6.15)	answered with	50
1	(1.54)	answered with	60
1	(1.54)	answered with	65
3	(4.62)	answered with	75
4	(6.15)	answered with	80
6	(9.23)	answered with	90
8	(12.31)	answered with	95-99
65		base	

40. What percent of the students completing CVAE drop out after returning to regular classes?

39	(42.39)	answered with	0
36	(39.24)	answered with	1-10
5	(5.45)	answered with	20
4	(4.34)	answered with	30
2	(2.18)	answered with	35-40
4	(4.35)	answered with	50
1	(1.09)	answered with	75
1	(1.09)	answered with	98
92		base	

CVAE Administrator

41. Are special records or follow-up studies kept on CVAE students other than the usual cumulative file?

87	(51.79)	yes
81	(48.21)	no
168		base

If yes, for how many years do you have these records?

18	(20.22)	one
26	(29.21)	two
15	(16.85)	three
5	(5.62)	four
25	(28.09)	five
89		base

42. The following information is requested on the 1971-72 CVAE student population. Information should be as accurate as possible.

43. How many students did you have enrolled in CVAE in 1971-72? 9,419

44. How many of the CVAE students dropped out of school during the year?
741 (7.86)

45. Have you records on absenteeism of CVAE classes?

132	(79.52)	yes
34	(20.48)	no

If yes, compare absenteeism of the 1971-72 CVAE students with their absenteeism the year before they entered CVAE.

Percent absenteeism 1971-72 after entering CVAE.

1	(1.12)	answered with	0
62	(69.44)	answered with	2-10
15	(16.80)	answered with	11-20
3	(3.37)	answered with	25-30
1	(1.12)	answered with	40
1	(1.12)	answered with	65
1	(1.12)	answered with	85
5	(5.60)	answered with	95
89		base	

Percent absenteeism the year before they entered CVAE.

1	(1.14)	answered with	0
27	(30.78)	answered with	2-10
22	(25.08)	answered with	11-20
19	(21.66)	answered with	25-30
5	(5.70)	answered with	35-40
6	(6.84)	answered with	48-50
2	(2.27)	answered with	55
1	(1.14)	answered with	78
1	(1.14)	answered with	80
4	(4.56)	answered with	95
88		base	

46. Compare the percent failure among regular students with the failures of CVAE students in 1971-72.

Percent failures of regular student body

8	(7.08)	answered with	0
74	(65.12)	answered with	10
24	(21.12)	answered with	11-20
5	(4.40)	answered with	22-30
1	(.88)	answered with	33
1	(.88)	answered with	42
113		base	

Percent failure of CVAE students

31	(26.96)	answered with	0
72	(62.64)	answered with	1-10
6	(5.22)	answered with	15-20
5	(4.35)	answered with	23-30
1	(.87)	answered with	35
115		base	

47. How many CVAE students were suspended during 1971-72 school year?

54	(36.24)	none
19	(12.75)	one
17	(11.41)	two
22	(14.77)	three
3	(2.01)	four
14	(9.40)	five
20	(13.42)	more
149		base

48. How many CVAE students were suspended the year before they entered CVAE?

35	(30.70)	none
6	(5.26)	one
9	(7.89)	two
11	(9.65)	three
6	(5.26)	four
8	(7.02)	five
2	(1.75)	six
3	(2.63)	seven
3	(2.63)	eight
6	(5.26)	nine
5	(4.39)	ten
20	(17.54)	more
114		base

49. How many times were CVAE students sent to the office for disciplinary problems the year before they entered CVAE?

4	(7.02)	answered with	0
14	(24.50)	answered with	1-5
13	(22.75)	answered with	6-10
7	(12.25)	answered with	15-20
9	(15.75)	answered with	21-30
2	(3.50)	answered with	35-40
3	(5.26)	answered with	45-50
2	(3.50)	answered with	56-60
1	(1.75)	answered with	73
1	(1.75)	answered with	80
1	(1.75)	answered with	99
57		base	

How many in school in 1971-72?

9	(12.86)	answered with	0
31	(44.33)	answered with	1-5
11	(15.73)	answered with	6-10
11	(15.73)	answered with	12-20
4	(5.72)	answered with	21-25
1	(1.43)	answered with	34
1	(1.43)	answered with	43
1	(1.43)	answered with	50
1	(1.43)	answered with	66
70		base	

50. Give the percentage of students who dropped out of your school the year before you established CVAE programs and the percent each year since the establishment of CVAE.

Year before CVAE

7	(8.75)	answered with	0
59	(73.75)	answered with	1-10
10	(12.50)	answered with	11-20
1	(1.25)	answered with	25
2	(2.50)	answered with	48-50
1	(1.25)	answered with	99
80		base	

First year after

11	(15.49)	answered with	0
54	(76.14)	answered with	10
3	(4.23)	answered with	12-15
2	(2.82)	answered with	45-48
1	(1.41)	answered with	92
71		base	

CVAE Administrator

51. How many dropouts have you had return to your school to enter CVAE.

60	(49.18)	none
6	(4.92)	one
19	(15.57)	two
8	(6.56)	three
4	(3.28)	four
4	(3.28)	five
6	(4.92)	six
0	(.00)	seven
1	(.82)	eight
2	(1.64)	nine
0	(.00)	ten
12	(9.84)	more
122		base

52. Of these how many are still in school?

12	(17.65)	none
12	(17.65)	one
17	(25.00)	two
7	(10.29)	three
6	(8.82)	four
3	(4.41)	five
2	(2.94)	six
0	(.00)	seven
1	(1.47)	eight
1	(1.47)	nine
0	(.00)	ten
7	(10.29)	none
68		base

53. How many completed high school?

37	(52.73)	none
4	(6.35)	one
4	(6.35)	two
5	(7.94)	three
1	(1.59)	four
4	(6.35)	five
8	(12.70)	more
63		base

Course information

54. How is physical education for CVAE students handled at your school?
141 (72.68) n classes with regular students

Classes of CVAE students only
28 (14.43) with P. E. teachers
5 (2.58) with the CVAE teachers

No P. E. class for CVAE students
9 (4.64) no scheduled time for P. E.
8 (4.12) no available time for P. E.
3 (1.55) other
194 base

55. How is the CVAE academic program handled in your school?
59 (27.19) CVAE students in classes with regular students of comparable ability
23 (10.60) in self-contained classroom, all subjects taught of CVAE students only
100 (46.08) classes set up for CVAE students only
16 (7.37) CVAE students in regular with other students of varying ability
13 (5.99) un-graded system
6 (2.76) other
217 base

56. In what academic courses are your CVAE students enrolled?

Basics
167 (33.33) english
115 (22.95) history
108 (21.56) social studies
7 (1.40) geography
91 (18.16) mathematics
13 (2.59) science
0 (.00) other
501 base

Electives
124 (46.62) physical education
59 (22.18) band
47 (17.67) choir and/or music
11 (4.14) speech
16 (6.02) art
9 (3.38) other
266 base

If you supervise a senior high school CVAE program

57. How many semesters of CVAE courses are offered?
29 (26.61) two
36 (33.03) four
12 (11.01) six
25 (22.94) eight
0 (.00) ten
7 (6.42) twelve
109 base

CVAE Administrator

58. Do you give credit toward high school graduation for each high school level CVAE course offered?

110 (99.10) yes
1 (.90) no
111 base

59. Do you offer enough CVAE courses for a student to complete all high school credits in CVAE?

44 (40.37) yes
65 (59.63) no
109 base

If yes, what recognition does he get for completing high school in CVAE?

50 (92.59) high school diploma
2 (3.70) certificate
2 (3.70) other
54 base

If no, which grades is CVAE offered?

For boys:		For girls:	
52 (37.96)	nine	27 (30.34)	nine
50 (36.50)	ten	49 (55.06)	ten
29 (21.17)	eleven	11 (12.36)	eleven
6 (4.38)	twelve	2 (2.25)	twelve
137	base	89	base

60. Have you had CVAE students to transfer into regular classes before completing CVAE classes?

96 (66.21) yes
49 (33.79) no
145 base

If yes, what percent?

70 (85.40) answered with 1-10
6 (7.32) answered with 12-20
1 (1.22) answered with 25
2 (2.44) answered with 35
1 (1.22) answered with 40
1 (1.22) answered with 50
1 (1.22) answered with 80
82 base

For what reason
51 (53.13) achievement level progressed to regular class level
22 (22.92) social stigma (student and/or parent request)
10 (10.42) poor initial screening (should not have been placed in CVAE)
13 (13.54) other
96 base

61. How did you determine the programs to be offered in your school?
102 (32.80) area occupational survey to determine job market
40 (12.86) random selection of tea approved occupational courses
15 (4.82) other

Student needs determined by:
77 (24.76) personal judgement
65 (20.90) advice of the advisory council
12 (3.86) other
311 base

62. Does CVAE in your school represent one of the greater job demands in the labor market of your area?
108 (68.35) yes
50 (31.65) no
158 base

63. Check the remedial academic classes available to CVAE students after they complete the CVAE courses offered at your school.
42 (13.55) none
88 (28.39) english
62 (20.00) reading
49 (15.81) science
59 (19.03) mathematics
7 (2.26) social studies
3 (.97) other
310 base

64. After students complete the CVAE courses offered, at which grade levels are regular vocational courses available to boys and girls until graduation?

For boys:
41 (13.67) nine
71 (23.67) ten
117 (39.00) eleven
71 (23.67) twelve
300 base

For girls:
41 (16.14) nine
60 (23.62) ten
97 (38.19) eleven
56 (22.05) twelve
254 base

65. In what areas do you need additional CVAE units?
16 (4.76) none
62 (18.45) industrial
52 (15.48) homemaking
18 (5.36) VOE
17 (5.06) agriculture
36 (10.71) co-op

Additional units not currently offered by tea
33 (9.82) paint and body repair
10 (2.98) cleaning and laundry
3 (.89) leather craft
8 (2.38) advanced specialized training
69 (20.54) more programs for girls
12 (3.57) other
336 base

66. Check the levels in which additional CVAE is needed for boys and girls in your school.

For boys:
68 (17.89) seven
81 (21.32) eight
74 (19.47) nine
75 (19.74) ten
44 (11.58) eleven
38 (10.00) twleve
380 base

For girls:
61 (16.44) seven
75 (20.22) eight
72 (19.41) nine
77 (20.75) ten
45 (12.13) eleven
41 (11.05) twelve
371 base

67. Who would you contact if you desired to expand or redirect your CVAE program and had not determined the new occupational clusters for which training was to be conducted?
11 (5.45) unknown
30 (14.85) area planing coordinator
85 (42.08) area program supervisor

36 (17.82) state program director/supervisor
11 (5.45) state director secondary school programs
29 (14.36) other
202 base

Facilities and funding

Indicate your specific needs for additional funding in existing CVAE programs

68. For teachers:
36 (13.09) present funding adequate
50 (18.18) financial aid to assist teachers in meeting certification requirements
99 (36.00) financial aid to compensate for lower teacher-pupil ratio required for CVAE academic teachers
80 (29.09) financial assistance to reduce the academic teacher load
10 (3.64) other
275 base

69. For facilities
29 (9.83) present funding adequate
103 (34.92) more financial assistance in construction cost
71 (24.07) higher reimbursement rate to establish additional programs to meet student needs
70 (23.73) more assistance to reduce the local districts cost per student
20 (6.78) high reimbursement rate for poorer school districts
2 (.68) other
295 base

70. Indicate CVAE facilities in your school that do not presently meet vocational division standards.
87 (37.34) none
35 (15.02) laboratory space
43 (18.45) shop space
36 (15.45) storage space
25 (10.73) equipment
7 (3.00) other
233 base

71. For which units?

28	(39.77)	homemaking
10	(10.99)	agriculture
48	(52.75)	industrial
5	(5.49)	VOE
91		base

72. Does your equipment compare with that used in commercial establishments?

116	(72.96)	yes
43	(27.04)	no
159		base

73. Is the equipment kept in good repair?

163	(98.19)	yes
3	(1.81)	no
166		base

74. Do you need additional lab or shop facilities to offer needed CVAE programs?

131	(78.92)	yes
35	(21.08)	no
166		base

75. If yes, do you have funds available to expand facilities to offer needed CVAE programs?

9	(6.82)	yes
123	(93.18)	no
132		base

76. Would you recommend the use of regular vocational facilities for CVAE programs in your school?

80	(50.00)	yes
80	(50.00)	no
160		base

77. What problems would you expect to encounter?

40	(16.81)	no conflict anticipated
33	(13.87)	conflict of teacher personalities
72	(30.25)	conflict over lab and shop equipment maintenance, storage, etc.
84	(35.29)	scheduling conflicts
9	(3.78)	other
238		base

Program evaluation

Check additional supervisory needs for a more effective CVAE program in your school?

78. On state level.
48 (35.56) statewide coordinator of CVAE vocational and academic programs
65 (48.15) CVAE vocational and academic specialist to give assistance to local programs
22 (16.30) other
135 base

79. On area level.
57 (32.20) area coordinator
65 (32.72) CVAE academic consultant
43 (24.29) CVAE teacher organizations to provide the exchange of instructional materials and ideas
12 (6.78) other
177 base

80. On local level.
50 (43.48) area coordinator
48 (41.74) vocational counselor to aid CVAE students in career choice, determining learning difficulties and needs
17 (14.78) other
115 base

81. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:
42 (7.95) one set of standards for CVAE that would apply to all division
17 (3.22) implementation of existing guidelines
57 (10.80) more realistic program guidelines
95 (17.99 curriculum guides for individual courses
120 (22.73) developing instructional materials geared for CVAE
75 (14.20) coordination of vocational and academic phases
46 (8.71) facility and funding problems
32 (6.06) financial problems
41 (7.77) workshops and/or in-service training
3 (.57) other
528 base

82. Do you feel there is sufficient coordination between your CVAE academic and vocational programs?
93 (54.07) yes
79 (45.93) no
172 base

If yes, how is this coordination handled?

Scheduled time for coordination each
29 (23.97) day
15 (12.40) week
8 (6.61) six weeks
10 (8.26) semester
51 (42.15) as the teachers have time and/or need for coordination
8 (6.61) team teaching (academic and vocational teachers)
121 base

If no, why
51 (49.51) no scheduled time for coordination
27 (26.21) physical distance separating vocational and academic teachers prohibits adequate coordination
11 (10.68) teachers feel no need for further coordination
14 (13.59) other
103 base

83. How knowledgeable is your school about the CVAE program?
31 (16.67) faculty and students have full knowledge and understanding of the CVAE program
94 (50.54) most of the faculty and student body know about and understand the program
37 (19.89) CVAE is not promoted, but there is some general knowledge about it
19 (10.22) CVAE is not understood by faculty and students
5 (2.69) other
186 base

84. Check degree of community support you have received for CVAE.
0 (.00) none
24 (14.20) little
69 (40.83) adequate
54 (31.95) good
22 (13.02) excellent
169 base

85. Where has CVAE received the most support?

64 (37.43) news media providing program promotion and publicity
58 (33.92) local business contributing supplies and/or on-the-job training
26 (15.20) local firms employing co-op students after they graduate from high school
23 (13.45) other
171 base

86. How is CVAE promoted in your community?

50 (13.30) planned visitation days for parents and community
40 (10.64) visitation to student homes by CVAE faculty
65 (17.29) letters to parents to inform them about the program
75 (19.95) presentation of informative programs on CVAE to PTA, civic clubs and community groups
28 (7.45) informative CVAE displays in the business community
50 (13.30) planned publicity by a variety of means
35 (9.31) no planned publicity
23 (6.12) little publicity in the community
10 (2.66) other
376 base

Vocational Director/Administrator Questionnaire

With Distribution of Response

Vocational Director/Administrator

What is the size of your total school system? Check the number of Students.

0 (.00) Less than 350
0 (.00) 350-699
0 (.00) 700-1499
0 (.00) 1500-2999
1 (4.55) 3000-4999
2 (9.09) 5000-9999
19 (86.36) 10,000 or more
22 Base

Supervision

1. As the direct supervisor of your schools CVAE program, what is your title?

0 (.00) Superintendent
0 (.00) Ass't superintendent
0 (.00) Principal
0 (.00) Ass't principal
4 (18.18) Vocational supervisor
16 (72.73) Vocational director/administrator
0 (.00) Vocational Counselor
2 (9.09) Other. Indicate
22 Base

2. How many years have you supervised the CVAE program?

1 (5.00) 1
1 (5.00) 2
6 (30.00) 3
5 (25.00) 4
7 (35.00) 5
20 Base

3. Do you supervise the academic phase of the program?

4 (21.05) Yes
15 (78.95) No
19 Base

If no, what is the title of the supervisor for the other phase?

0 (.00) Unknown
0 (.00) Superintendent
0 (.00) Ass't superintendent
6 (31.58) Principal
1 (5.26) Ass't principal
0 (.00) Vocational supervisor

0 (.00) Vocational director/administrator
0 (.00) Vocational counselor
12 (63.16) Other. Indicate
19 Base

4. Give the number of vocational cluster units you supervise, the year each unit was established in your school and the grade level at which the unit is offered.

VOE - 23 (11.05)
23 (11.05) Office duplication

Agriculture - 3 (1.44)
0 (.00) Farm and ranch mechanical repair
3 (1.44) Horticulture

Homemaking 38 (18.26)
6 (2.89) Clothing services
1 (0.48) Commercial loding
5 (2.40) Food service
19 (9.13) Home and community service
0 (0.00) Home furnishings
7 (3.36) Other. Indicate

Industrial - 144 (69.23)
7 (3.36) Building maintenance
3 (1.44) Commercial display and decorating
42 (20.19) Cooperative training
22 (10.57) Construction trades
2 (0.96) Furniture repair and upholstery
60 (28.84) Mechanical repair
8 (3.84) Metal trades

5. Give the number of schools you supervise.
Senior high - 104
Junior high - 101
Middle school - 16
Vocational schools - 6
Other. Indicate - 4

6. What is your average number of visits to each CVAE unit per semester for supervisory purposes?

Vocational	Academic
0 (.00) None	4 (36.36) None
4 (19.05) 3	6 (54.55) 3
4 (19.05) 6	1 (9.09) 6
6 (28.57) 10	0 (.00) 10
4 (19.05) 15	0 (.00) 15
2 (9.52) 20	0 (.00) 20
0 (.00) 30	0 (.00) 30
1 (4.76) 40	0 (.00) 40
0 (.00) More	0 (.00) More
	11 Base

7. What is the most common reason why other CVAE units are not offered in the school you supervise?

0 (.00) No identified need
15 (48.39) No facilities available
1 (3.23) No qualified teacher available
10 (32.26) No funds available for additional facilities
1 (3.23) Cost per teacher unit prohibitive
0 (.00) Cost per student prohibitive
4 (12.90) Other. Indicate
31 Base

8. Did you determine the programs to be offered in the schools you supervise?

2 (10.53) No
19 Base

If yes, by what method?

12 (29.27) Area occupational survey to determine job market
1 (2.44) Random selection of tea approved occupational courses
12 (29.27) Student needs. Determined by
8 (19.51) Personal judgment
6 (14.63) Advice of the advisory council
2 (4.88) Other. Indicate
41 Base

9. Does CVAE in your schools train students to meet job demands in the labor market of your area?

21 (100.00) Yes
0 (.00) No
21 Base

10. How many CVAE teachers are under your supervision?

220 (44.53) Vocational
133 (26.92) Academic teaching only CVAE classes
141 (28.54) Academic teaching both regular and CVAE classes

11. Do you assume a major role in the assignment of CVAE teachers?

15 (88.24) Yes
2 (11.76) No
17 Base

If yes, complete the remainder of this question. If no, go on to question 12.

Give the number of vocational and academic teachers who were selected from each source.

Academic	Vocational	
142 (17.90)	68 (15.14)	Assigned from regular teaching staff
16 (02.02)	97 (21.60)	Employed to teach CVAE
		How many teachers:
123 (15.51)	78 (17.37)	Volunteered to teach CVAE
172 (21.69)	52 (11.58)	Were assigned to teach CVAE
112 (14.13)	148 (32.96)	How many teach only CVAE courses
228 (28.75)	6 (01.34)	How many teach both regular and CVAE courses

Does the CVAE teaching assignment rotate among your academic teachers?

4 (22.22) Yes
14 (77.78) No
18 Base

Give the number from the regular staff assigned by methods listed.

Vocational	Academic	
12 (9.09)	43 (53.75)	Assigned because of availability
88 (6.66)	4 (5.00)	Had special skills for teaching CVAE
1 (0.75)	10 (12.50)	Had experience teaching students with learning disabilities
31 (23.48)	23 (28.75)	Had a deep desire to help students with learning and socio-economic disabilities
0 (.00)	0 (.00)	Assigned because no one else would accept the assignment
0 (.00)	0 (.00)	Assigned because teaching CVAE courses is on a rotation basis
0 (.00)	0 (.00)	Other. Indicate

Give the number of teachers employed to teach CVAE assigned by methods listed:

Vocational	Academic	
24 (23.53)	33 (43.42)	Assigned because of availability
36 (35.29)	7 (09.21)	Had special skills for teaching CVAE
0 (.00)	0 (.00)	Had experience teaching students with learning disabilities
36 (35.29)	36 (47.37)	Had a deep desire to help students with learning and socio-economic disabilities
6 (05.88)	0 (.00)	Assigned because no one else would accept the assignment
0 (.00)	0 (.00)	Assigned because teaching CVAE courses is on a rotation basis
0 (.00)	0 (.00)	Other. Indicate

12. Which of these faculty problems have you encountered most often in your schools?

2 (3.85)	None
17 (32.69)	Lack of academic teachers with special training for teaching CVAE students
4 (7.69)	Lack of qualified CVAE vocational teachers
6 (11.54)	Finding CVAE vocational teachers with occupational experience who can adapt to the educational environment
3 (5.77)	Finding vocational teachers with enough employment experience in skills to be taught
6 (11.54)	Lack of academic teachers trained to teach reading
10 (19.23)	Lack of teacher's understanding of the CVAE program, its goals and objectives
4 (7.69)	Inadequate funds to meet student-teacher ratio for CVAE academic teacher
0 (.00)	Other. Indicate
52	Base

Student Information

13. Do you assume a major role in the identification of CVAE students in the schools you supervise?

4 (20.00)	Yes
16 (80.00)	No
20	Base

If yes, use a value scale from 0 (never) to 4 (always) to indicate the frequency with which each of the following participate in identification, screening, and selection of CVAE students in your school.

```
Unknown
 1 (100.00) Answered with    0
21 (   .00) Did not answer
 1          Base

Counselor - 3.42 average
 1 (  8.33) Answered with    2
 5 ( 41.67) Answered with    3
 6 ( 50.00) Answered with    4
10 ( 83.33) Did not answer
12          Base

Regular teacher - 1.50 average
 3 ( 50.00) Answered with    1
 3 ( 50.00) Answered with    2
16 (266.67) Did not answer
 6          Base

CVAE teacher - 2.86 average
 3 ( 42.86) Answered with    2
 2 ( 28.57) Answered with    3
 2 ( 28.57) Answered with    4
15 (214.29) Did not answer
 7          Base

Principal - 2.88
 1 ( 12.50) Answered with    1
 2 ( 25.00) Answered with    2
 2 ( 25.00) Answered with    3
 3 ( 37.50) Answered with    4
14 (175.00) Did not answer
 8          Base

Vocational Director/Administrator - 2.40 average
 2 ( 40.00) Answered with    1
 1 ( 20.00) Answered with    2
 2 ( 40.00) Answered with    4
17 (340.00) Did not answer
 5          Base
```

Other. Identify - 2.33 average
1 (33.33) Answered with 1
1 (33.33) Answered with 2
1 (33.33) Answered with 3
19 (633.33) Did not answer
3 Base

Are counseling services available in all your schools?
21 (100.00) Yes
0 (.00) No
21 Base

Indicate by the same value scale (0-4) used above the counseling services most frequently used for screening students before entering CVAE.
Unknown
22 (.00) Did not answer
0 Base

Personal interview - 3.50 average
1 (8.33) Answered with 2
4 (33.33) Answered with 3
7 (58.33) Answered with 4
10 (83.33) Did not answer
12 Base

Achievement testing - 2.67 average
1 (8.33) Answered with 0
2 (16.67) Answered with
1 (8.33) Answered with 2
4 (33.33) Answered with 3
4 (33.33) Answered with 4
10 (83.33) Did not answer
12 Base

Intelligency testing - 2.30 average
1 (10.00) Answered with 0
6 (60.00) Answered with 2
1 (10.00) Answered with 3
2 (20.00) Answered with 4
12 (120.00) Did not answer
10 Base

Vocational director/administrator

Vocational testing (aptitude) - 2.75 average
2 (20.00) Answered with 2
3 (30.00) Answered with 3
5 (50.00) Answered with 4
12 (120.00) Did not answer

Personality inventory - 2.71 average
1 (14.29) Answered with 0
1 (14.29) Answered with 2
3 (42.86) Answered with 3
2 (28.57) Answered with 4
15 (214.29) Did not answer
7 Base

Other. Identify - 3.00 average
1 (100.00) Answered with 3
21 (.00) Did not answer
1 Base

Average level of students tested
1 (7.14) Below 70
5 (35.71) 70's
7 (50.00) 80's
1 (7.14) 90's
0 (.00) 100 or above
14 Base

By the same value scale (0-4) indicate frequency with which other factors are considered in the selection of CVAE students.
Unknown
22 (.00) Did not answer
0 Base

Academic failure - 3.35 average
2 (11.76) Answered with 1
5 (29.41) Answered with 3
10 58.82) Answered with 4
5 (29.41) Did not answer
17 Base

Absenteeism - 2.87 average
1 (6.67) Answered with 0
3 (20.00) Answered with 2
7 (46.67) Answered with 3
4 (26.67) Answered with 4
7 (46.67) Did not answer
15 Base

Discipline problems - 2.33 avg
1 (8.33) Answered with 1
6 (50.00) Answered with 2
5 (41.67) Answered with 3
10 (83.33) Did not answer
12 Base

Overage - 3.27 avg
2 (18.18) Answered with 2
4 (36.36) Answered with 3
5 (45.45) Answered with 4
11 (100.00) Did not answer
11 Base

Other. Identify - 4.00 avg
1 (100.00) Answered with 4
21 (.00) Did not answer
1 Base

Cultural deprivation - 2.90 average
1 (10.00) Answered with 1
2 (20.00) Answered with 2
4 (40.00) Answered with 3
3 (30.00) Answered with 4
12 (120.00) Did not answer
10 Base

Home situation - 2.42 avg
2 (16.67) Answered with 1
3 (25.00) Answered with 2
7 (58.33) Answered with 3
10 (83.33) Did not answer
12 Base

Social maladjustment - 2.85 avg
1 (7.69) Answered with 0
3 (23.08) Answered with 2
5 (38.46) Answered with 3
4 (30.77) Answered with 4
9 (69.23) Did not answer
13 Base

Have your CVAE students been screened for phusical reading handicaps such as perception problems, dyslexia, etc.
11 (64.71) Yes
6 (35.29) No
17 Base

14. Estimate the present percentage of students in the schools you supervise who are eligible for CVAE but are not enrolled.
5 (23.81) Less than 10 percent
5 (23.81) 15 percent
5 (23.81) 20 percent
6 (28.57) 30 percent
0 (.00) 40 percent
0 (.00) More
21 Base

15. How is the CVAE academic program handled in most of your schools?

5 (16.67) CVAE students in classes with other students of comparable ability
2 (6.67) In a self-contained classroom, all subjects taught to CVAE students only
14 (46.67) Classes set up for CVAE students only
6 (20.00) CVAE students in regular classes with other students of varying capabilities
3 (10.00) Un-graded system
0 (.00) Other. Indicate
30 Base

16. Is credit given toward high school graduation for each high school level CVAE course offered in your schools?

18 (94.74) Yes
1 (5.26) No
19 Base

17. How many of your schools offer enough CVAE courses for a student to complete all high school credits in CVAE - 17 (13.58% of the schools)?

What recognition does he most often get for completing high school in CVAE?

14 (100.00) High school diploma
0 (.00) Certificate
0 (.00) Other
14 Base

18. Do you often have CVAE students transfer to regular classes instead of continuing in CVAE courses which are offered?

13 (68.42) Yes
6 (31.58) No
19 Base

If yes, what percent?

4 (30.76) Answered with 1-10
5 (38.45) Answered with 12-20
1 (7.69) Answered with 25
1 (7.69) Answered with 60
1 (7.69) Answered with 75
1 (7.69) Answered with 95
9 (69.23) Did not answer
13 Base

For what reason?
11 (73.33) Achievement level progressed to regular class level
1 (6.67) Social stigma (student and/or parent request)
0 (.00) Poor initial screening (should never have been placed in CVAE
3 (20.00) Other. Indicate
15 Base

19. Check the remedial academic classes available to CVAE students after they complete the CVAE courses offered at your schools.
2 (3.70) None
14 (25.93) English
12 (22.22) Reading
8 (14.81) Science
15 (27.78) Mathematics
1 (1.85) Social studies
2 (3.70) Other
54 Base

20. What percent of the CVAE students in your school who have completed the program are still in school.
2 (15.38) Answered with 0
3 (23.07) Answered with 2-10
1 (7.69) Answered with 20
1 (7.69) Answered with 50
2 (15.38) Answered with 72-75
2 (15.38) Answered with 80-87
2 (15.38) Answered with 96-99
13 Base

Have graduated?
1 (9.09) Answered with 0
3 (27.27) Answered with 7-10
1 (9.09) Answered with 14
1 (9.09) Answered with 25
1 (9.09) Answered with 40
2 (18.18) Answered with 70-75
1 (9.09) Answered with 85
1 (9.09) Answered with 99
11 Base

Have dropped out of school

9 (69.21)	Answered with	1-10
4 (30.76)	Answered with	13-20
13	Base	

For what reason did the CVAE student drop out of school? Give the percent.

For gainful employment

5 (45.45)	Answered with	1-10
2 (18.18)	Answered with	15-20
1 (9.09)	Answered with	25
1 (9.09)	Answered with	50
1 (9.09)	Answered with	70
1 (9.09)	Answered with	85
11	Base	

Because of pregnancy

1 (14.29)	Answered with	0
4 (57.16)	Answered with	1-5
2 (28.57)	Answered with	15
7	Base	

Expelled

6 (85.24)	Answered with	1-5
1 (14.29)	Answered with	20
7	Base	

Unknown

3 (60.00)	Answered with	3
1 (20.00)	Answered with	50
1 (20.00)	Answered with	70
5	Base	

Other. Indicate

1 (100.00)	Answered with	10
1	Base	

21. What percent of the students completing CVAE have continued success in regular academic courses?

1 (11.11)	Answered with	0	1 (11.11)	Answered with	35
1 (11.11)	Answered with	2	1 (11.11)	Answered with	50
1 (11.11)	Answered with	15	1 (11.11)	Answered with	60
1 (11.11)	Answered with	20	1 (11.11)	Answered with	99
1 (11.11)	Answered with	30	9	Base	

In regular vocational courses
2 (18.18) Answered with 0
1 (9.09) Answered with 10
1 (9.09) Answered with 15
1 (9.09) Answered with 25
1 (9.09) Answered with 30
1 (9.09) Answered with 40
1 (9.09) Answered with 50
1 (9.09) Answered with 60
1 (9.09) Answered with 75
1 (9.09) Answered with 99
11 Base

In finding jobs
1 (7.14) Answered with 5
1 (7.14) Answered with 20
3 (21.43) Answered with 25
1 (7.14) Answered with 47
2 (14.29) Answered with 50
1 (7.14) Answered with 75
1 (7.14) Answered with 80
1 (7.14) Answered with 85
1 (7.14) Answered with 90
2 (14.29) Answered with 99
14 Base

What percent of the students completing CVAE drop out after returning to regular classes?
2 (15.38) Answered with 0
2 (15.38) Answered with 1
1 (7.69) Answered with 3
3 (23.08) Answered with 5
1 (7.69) Answered with 10
1 (7.69) Answered with 15
3 (23.08) Answered with 20
13 Base

22. Are special records or follow-up studies kept on CVAE students other than the usual cumulative file?
15 (75.00) Yes
5 (25.00) No
20 Base

For how many years do you have these records?
4 (26.67) 1
0 (.00) 2
2 (13.33) 3
3 (20.00) 4
6 (40.00) 5
15 Base

23. Do you have suggestions for programs or plans which will better meet the needs of students when they leave CVAE.
6 (50.00) Yes
6 (50.00) No
12 Base

Describe:
"Placement coordinator."

"Our students remain in CVAE until graduation or withdrawal from school."

"We need CVAE to continue at least through 9th grade in high school but have no facilities available. Most would go into regular programs in 10th grade."

"Campus placement service."

"A small percentage of our CVAE students are enrolled in Galveston Community College furthering their technical and academic skills."

"Be sure they are ready to leave CVAE. It's better for them to pass CVAE than to fail in the regular program."

"We currently need more programs for sophomore girls. More curriculum materials need to be written and made available to academic teachers. Special teacher training programs for academic teachers of CVAE pupils need to be expanded. We are developing an overall K-12 Career Education program to institute next year, which will help pupils become aware of needs for training."

"Many times students leave junior high school with a saleable skill, but they are still not old enough for most jobs."

"Counseling services (including visiting teachers) and placement services, each adequately staffed and supported."

"We need to continue CVAE beyond 9th grade level."

"For those who can benefit from and desire to enter the regular I & I programs."

24. Indicate your specific needs for additional funding in existing CVAE programs.
For teachers:

1	(2.33)	Present funding adequate
9	(20.93)	Financial aid to assist teachers in meeting certification requirements
18	(41.86)	Financial aid to compensate for lower teacher-pupil ratio required for CVAE academic teachers
10	(23.26)	Financial assistance to reduce the academic teacher load, thus allowing time for doordination of the CVAE programs
5	(11.63)	Other. Indicate
43		Base

For facilities
0 (.00) Present funding adequate
18 (45.00) More financial assistance in construction costs
8 (20.00) Higher reimbursement rate to establish additional programs to meet student needs
9 (22.50) More assistance to reduce the local district cost per student
3 (7.50) Higher reimbursement rate for poorer school districts
2 (5.00) Other. Indicate
40 Base

25. Indicate CVAE facilities in your schools that do not presently meet vocational division standards.
9 (28.13) None
6 (18.75) Laboratory space
8 (25.00) Shop space
6 (18.75) Storage space
2 (6.25) Equipment
1 (3.13) Other
32 Base

For which units
4 (25.00) Homemaking
0 (.00) Agriculture
11 (68.75) Industrial
1 (6.25) VOE
16 Base

Does the equipment in all the units compare with that used in commercial establishments?
12 (70.59) Yes
5 (29.41) No
17 Base

Is the equipment kept in good repair
15 (100.00) Yes
0 (.00) No
15 Base

26. Do you need additional lab or shop facilities to offer needed CVAE programs?
19 (95.00) Yes
1 (5.00) No
20 Base

If yes, do you have funds available to expand facilities to offer needed CVAE programs?
2 (11.11) Yes
16 (88.89) No
18 Base

27. Would you recommend the use of regular vocational facilities for CVAE programs in your school?
6 (31.58) Yes
13 (68.42) No
19 Base

What problems would you expect to encounter?
4 (11.43) No conflict anticipated
7 (20.00) Conflict of teacher personalities
12 (34.29) Conflict over lab and shop equipment maintenance, storage, etc.
8 (22.86) Scheduling conflicts
4 (11.43) Other. Indicate
35 Base

Program Evaluation

28. Indicate assistance on each level that you think would be helpful to your program on state level.
11 (55.00) Statewide coordinator of CVAE vocational and academic programs
7 (35.00) CVAE vocational and academic specialists to give assistance with programs
2 (10.00) Other. Indicate
20 Base

On area level
13 (68.42) Area coordinator of CVAE vocational and academic programs
4 (21.05) CVAE academic consultant
2 (10.53) CVAE vocational and academic teacher organization to provide for exchange of instructional materials and ideas
0 (.00) Other. Indicate
19 Base

On local level
12 (66.67) Coordinator of CVAE vocational and academic programs
6 (33.33) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
0 (.00) Other. Indicate
18 Base

29. Do you feel there is sufficient coordination between your CVAE academic and vocational programs?
10 (45.45) Yes
12 (54.55) No
22 Base

If yes, how is the coordination handled?
Scheduled time for coordination each:
4 (19.05) Day
2 (9.52) Week
1 (4.76) 6 weeks
1 (4.76) Semester
6 (28.57) As the teachers have time and/or need for coordination
5 (23.81) Team teaching (academic and vocational teachers)
2 (9.52) Other. Indicate
21 Base

If no, why ?
10 (55.56) No scheduled time for coordination
5 (27.78) Physical distance separation vocational and academic teachers prohibits adequate coordination.
2 (11.11) Teachers feel no need for further coordination
1 (5.56) Other. Indicate
18 Base

30. How knowledgeable are your schools about the CVAE program?
0 (.00) Faculty and students have full knowledge and understanding of the CVAE program
10 (45.45) Most of the faculty and student body know about and understand the program
10 (45.45) CVAE is not promoted, but there is some general knowledge about it
2 (9.09) CVAE is not understood by faculty and students
0 (.00) Other. Indicate
22 Base

31. How is CVAE promoted in your community?
4 (7.84) Planned visitation days for parents and community
6 (11.76) Visitation to student homes by CVAE faculty
9 (17.65) Letters to parents to inform them about the program
12 (23.53) Presentation of informative programs on CVAE to PTA, civic clubs and community groups
2 (3.92) Informative CVAE displays in the business community
9 (17.65) Planned publicity by a variety of means

4 (7.84) No planned publicity
4 (7.84) Little publicity in the community
1 (1.96) Other. Indicate
51 Base

32. Check degree of community support you have received for CVAE.
0 (.00) None
4 (19.05) Little
7 (33.33) Adequate
8 (38.10) Good
2 (9.52) Excellent
21 Base

Where has CVAE received the most community support?
9 (30.00) News media providing program promotion and publicity
9 (30.00) Local businesses contributing supplies and/or on-the-job training
11 (36.67) Local firms employing co-op students after they graduate from high school
1 (3.33) Other. Indicate
30 Base

33. Check needs for teacher certification which you recognize.
3 (7.69) Present requirements are adequate
16 (41.03) Require specialized training for academic teachers
7 (17.95) Have CVAE certification requirements for academic teachers
13 (33.33) Summer CVAE certification workshops located in several colleges or universities about the state
0 (.00) Other. Indicate
39 Base

34. Who would you contact if you desired to expand or redirect your CVAE program and had not determined the new occupational clusters for which training was to be conducted?
0 (.00) Unknown
1 (3.33) Area planning coordinator
16 (53.33) Area program supervisor
6 (20.00) State program director/supervisor
4 (13.33) State director of secondary school programs
3 (10.00) Other. Indicate
30 Base

Vocational Director/Administrator

35. List recommendations that you feel would improve the CVAE program:

Recommendations that should be implemented by local schools.

"Improve coordination between vocational and academic. Increase facilities for more units."

"Required in-service for administrators and academic teachers. Expanded curriculum."

"More supervision and aid to academic teachers."

"Training for academic teachers."

"Employ well trained academic instructors and provide adequate materials for the academic teacher."

"CVAE teachers orientation and in-service."

"More local money."

"Procurement of academic materials (now in process)."

"Try to select the best personnel possible for CVAE vocational and academic."

"Coordination between academic and vocational."

Recommendations that should be implemented by area staff.

"Improve image with academic education and local administration. Assist in local in-service by district."

"Provide small school district assistance in developing CVAE and other regular vocational education."

"CVAE coop programs should be allowed additional time to prepare students for training and not be required to meet the same guidelines (2 weeks after school starts) as other regular vocational programs. CVAE has lost its flexibility."

"Workshop or in-service that includes both academic and occupational teacher."

"Have meaningful work shops for both vocational and academic personnel."

Recommendations that should be implemented by vocational staff in the state office.

"Provide local bonus units for academic education. Provide local supervisor unit for school districts having 5 or more units."

"More curriculum guides such as teaching CVAE language arts and similar guides. More specific course outlines for CVAE vocational teacher."

"Division for CVAE."

"Provide a better means of assisting local districts in promoting CVAE and regular vocational education."

"Change state guidelines to provide adequate time to prepare students for working -- guidelines inflexible -- too many students (64) required to maintain dual units on a single campus (coop). Thus many students are denied CVAE progress."

"Send lists of CVAE instructional materials that is available to local school districts."

"Travel and per diem for academic teachers to in-service workshops."

"CVAE needs to be redefined as to goals and purposes. It has now become a watered down version of the main program rather than a specialized area of that program. The needs of this program are now currently being met by existing program standards."

"See that certification requirements were required by CVAE academic teachers. a MUST!!"

"Bonus for teachers and teaching aids."

"College degree for CVAE teachers. Realistic space requirements."

Recommendations that should be implemented by other staff of TEA.

"Research for best academic approach."

"Assist VOE division in improving image of occupational training."

Vocational Director/Administrator

"CVAE should be a separate division of the TEA and not a part of industrial education. This division should be headed by a person (and equippped with a staff) who has a strong behavorial science background. (Psychology, sociology, social work) Presently too little (none at state level) emphasis is on the learning disabilities of CVAE students. Area supervisors have all come through skill development programs and lack knowledge of the academic problems involved in CVAE."

"Salary allowances for trade experience in occupational fields."

"Have all CVAE courses with the same guidelines."

Recommendations that should be implemented by service centers.

"Provide specialized instructional material for related academic classes. Assist in in-service training for academic teachers."

"In-service, media. Instructional materials, guides, lesson plans, etc. for both academic and vocational teachers."

"Get more teaching aids, films, cassettes, etc."

"Provide adequate instructional aids and resource personnel."

"Workshops and in-service for academic and occupational teachers of CVAE programs."

"More effort to develop study guides and train teachers in method effective with CVAE students."

"Provide good material, especially for academic CVAE teachers."

"Stay in their office."

"In-service for CVAE teachers, academic and vocational.

"Recommendations have already been made to the state advisory council and little action had been forthcoming from this or any other group. The vocational directors of TEA "runs" CVAE with an iron hand in many cases.?

CVAE Vocational Teacher Questionnaire

With Distribution of Response

CVAE Vocational Teacher

1. What is the size of your school system. Give the number of students.

1	(.29)	Less than 350
17	(4.91)	350-699
45	(13.01)	700-1499
60	(17.34)	1500-2999
62	(17.92)	3000-4999
39	(11.27)	5000-9999
122	(35.26)	10,000 or more
346		Base

2. Check the CVAE cluster you teach.

Agriculture - 4.63%

11	(57.89)	Farm and ranch mechanical repair
8	(42.10)	Horticulture
19		Base

Vocational Office Education - 8.11%

28	(100.00)	Office duplication

Homemaking - 21.73%

8	(10.66)	Clothing services
0	(.00)	Commercial lodging
8	(10.66)	Food service
58	(77.33)	Home and community services
1	(1.33)	Home furnishings
75		Base

Industrial - 64.63%

6	(2.69)	Building maintenance
3	(1.35)	Commercial display and decoration
38	(17.04)	Cooperative part-time training
59	(26.46)	Construction trades
4	(1.79)	Furniture repair and upholstery
83	(37.22)	Mechanical repair
0	(.00)	Marine repair
11	(4.93)	Metal trades
19	(8.52)	Other
223		Base
345		Total CVAE units

3. CVAE grades you teach.

6 (1.75) 7
109 (31.78) 8
74 (21.57) 9
48 (13.99) 10
16 (4.66) 11
90 (26.24) 12
343 Base

4. Indicate the number of classes you teach in each area.
Double period classes

15 (5.24) 1 CVAE vocational
268 (93.71) 2 CVAE vocational
6 (100.00) 1 regular vocational
0 (.00) 2 regular vocational
12 (36.36) 1 CVAE academic
12 (36.36) 2 CVAE academic
9 (27.27) 3 CVAE academic
5 (38.46) 1 regular academic
3 (23.08) 2 regular academic
4 (30.77) 3 regular academic
13 Base

5. In how many of your classes do you teach regular and CVAE students together?

291 (87.92) None
9 (2.72) 1
24 (7.25) 2
3 (.91) 3
3 (.91) 4
1 (.30) 5
331 Base

6. How many of your CVAE vocational classes contain more than 15 CVAE students?

227 (67.96) None
66 (19.76) 1
38 (11.38) 2
2 (.60) 3
1 (.30) 4
0 (.00) 5
334 Base

7. Indicate the location of your CVAE lab or shop.
6 (1.78) Elementary school
162 (47.93) Junior high school
113 (33.43) Senior high school
41 (12.13) Vocational complex
16 (4.73) Other
338 Base

8. Does your location within the school complex isolate your CVAE students from the total student body?
76 (22.55) Yes
261 (77.45) No
337 Base

9. Do your students feel segregated from others in their age and peer group?
32 (9.64) Yes
300 (90.36) No
332 Base

10. Is your CVAE lab or shop located with the regular vocational labs or shops?
170 (51.83) Yes
158) 48.17) No
328 Base

11. Is your present location satisfactory?
285 (83.09) Yes
58 (16.91) No
343 Base

If no, indicate a change in location that would better facilitate the needs of your students.
45 (90.00) In a CVAE complex

In the building with regular students
2 (4.00) At their grade level
3 (6.00) At their age level
50 Base

12. Do your students have the opportunity to participate in school activities?
340 (99.13) Yes
3 (.87) No
343 Base

If yes, what activities?
126 (14.82) School publications
278 (32.71) Sports

Assemblies
274 (32.24) Attend
129 (15.18) Participate
43 (5.06) Other
850 (Base

13. What is the total number of CVAE students you teach? 10,136

14. How many of them are failing to date? 459
204 (60.71) Answered with 0
336 Base

15. How many of these failing are in class with regular students? 430
158 (74.18) Answered with 0
133 (39.00) Did not answer
213 Base
(This does not mean in vocational class only as intended)

16. What percent absenteeism have you had in your CVAE classes this year?
1 (.37) Answered with 0
220 (81.40) Answered with 1-10
33 (12.21) Answered with 11-20
9 (3.33) Answered with 25-30
2 (.74) Answered with 40
1 (.37) Answered with 44
1 (.37) Answered with 54
1 (.37) Answered with 75
1 (.37) Answered with 99
77 (22.25) Did not answer
269 Base

17. How many CVAE students have you had to send to the office for disciplinary action this year? 450
159 (46.90) Answered with 0
339 Base

18. How many CVAE students have been suspended this year? 285
194 (58.08) Answered with 0
334 Base

19. Do you teach both regular and CVAE classes?

33 (9.59) Yes
311 (90.41) No
344 Base

If yes, what is the total number of regular students you teach? 1193

51 (59.30) Answered with 0
35 Base

How many of the regular students are failing? 278

27 (49.09) Answered with 0
55 Base

What percent absenteeism do you have in your regular classes?

13 (30.95) Answered with 0
24 (57.12) Answered with 1-10
2 (4.76) Answered with 11-20
3 (7.14) Answered with 25-29
42 Base

How many of your regular students have you sent to the office? 48

35 (74.47) Answered with 0
48 Base

How many of your regular students have been suspended this year? 35

35 (74.47) Answered with 0
47 Base

20. Check your teacher qualifications.

Education
93 (29.34) High school graduate or equivalent
33 (10.41) Two years completed college credit
191 (60.25) College or university degree
317 Base

Certification
112 (33.94) Professional teaching certificate
156 (47.27) Provisional teaching certificate
56 (16.97) Emergency teaching certificate
6 (1.82) Permit for special assignment
330 Base

21. Is the CVAE course(s) you teach in the subject area in which you are certified?

307	(92.19)	Yes
26	(7.81)	No
333		Base

22. How many years have you been teaching CVAE courses?

71	(21.85)	1
94	(28.92)	2
82	(25.23)	3
28	(8.62)	4
50	(15.38)	5
325		Base

23. Indicate your years of teaching experience before becoming a CVAE teacher.

159	(46.36)	None
22	(6.41)	1
18	(5.25)	2
30	(8.75)	3-4
43	(12.54)	5-9
53	(15.45)	10-19
16	(4.66)	20-29
2	(.58)	30 or more
343		Base

24. How many of these years of experience were in a subject area related to the CVAE course you teach?

59	(22.26)	All
91	(34.34)	None
7	(2.64)	1
11	(4.15)	2
17	(6.42)	3-4
33	(12.45)	5-9
25	(9.43)	10-19
17	(6.42)	20-29
5	(1.89)	30 or more
265		Base

25. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

70	(20.59)	None
11	(3.24)	1
18	(5.29)	2
44	(12.94)	3-4

70	(20.59)	5-9
62	(18.24)	10-19
45	(13.24)	20-29
20	(5.88)	30 or more
340		Base

26. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

115	(35.06)	Public schools
8	(2.44)	Private schools
51	(15.55)	Armed services
102	(31.10)	Industry
52	(15.85)	Other
328		Base

27. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

90	(18.11)	None
28	(5.63)	Special Education
54	(10.87)	Remedial courses or basic classes
45	(9.05)	Specialized work with emphasis on learning difficulties
55	(11.07)	Work with students having severe discipline problems
20	(4.02)	Non-graded classes
37	(7.44)	Below grade level courses
107	(21.53)	Work with low income groups
61	(12.27)	Other
497		Base

28. From what source were you assigned to teach CVAE?

113	(33.04)	From regular teaching
218	(63.74)	Employed especially to teach CVAE
10	(2.92)	Other
342		Base

29. By what method were you assigned to teach CVAE?

190	(56.38)	Volunteered to teach CVAE
124	(36.80)	Assigned by the administrator
23	(6.82)	Other
337		Base

30. On what basis were you chosen to be a CVAE teacher?
141 (24.74) Because of availability
172 (30.18) Had special skills for teaching CVAE
60 (10.53) Had experience teaching students with learning disabilities
164 (28.77) Had a deep desire to help students with learning and socio-economic disabilities
10 (1.75) Because no one else would accept the assignment
1 (.18) Because teaching CVAE courses is on a rotation basis and it was my turn
22 (3.86) Other
570 Base

31. Do you now teach or have you ever taught regular classes?
183 (53.51) Yes
158 (46.20) No
342 Base

If yes, which do you prefer to teach?
175 (89.29) CVAE course
21 (10.71) Regular courses
196 Base

32. Do you find your CVAE teaching experience challenging and satisfying?
320 (94.96) Yes
17 (5.04) No
337 Base

33. What CVAE special training did you have before and since becoming a CVAE teacher?
Before
127 (21.53) None
225 (38.14) One required CVAE summer workshop
60 (10.17) Local in-service CVAE training
21 (3.56) CVAE workshop offered locally
63 (10.68) One or more college courses designed for teaching students with special learning needs
68 (11.53) College summer school CVAE courses
26 (4.41) Other
Since
0 (.00) None
2 (.57) One required CVAE summer workshop
81 (23.01) Local in-service CVAE training
73 (20.74) CVAE workshop offered locally

50	(14.20)	One or more college courses designed for teaching students with special learning needs.
111	(31.53)	College summer school CVAE courses
35	(9.94)	Other
352		Base

34. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

248	(75.61)	Yes
80	(24.39)	No
328		Base

35. Have you completed all the training required to be a CVAE teacher?

206	(61.49)	Yes
129	(38.51)	No
335		Base

36. Indicate areas in which you feel a need for additional training.

50	(6.27)	No additional training needed
124	(15.54)	Student relationships and related problems (including motivation of students)
Short training course especially for teaching CVAE in my subject area:		
90	(11.28)	Teaching methods
123	(15.41)	Instructional materials
61	(7.64)	Operation of commercial equipment
39	(4.89)	Remedial reading
7	(.88)	Other
120	(15.04)	Coordination of academic and vocational phases of CVAE
43	(5.39)	Understanding cultural differences of students
133	(16.67)	Instructional aids for CVAE students
6	(.75)	Other
798		Base

37. How would you like to see this additional training handled?

163	(36.88)	Area in-service training
58	(13.12)	Regional workshops
83	(18.78)	State workshops at local college
Special college courses		
71	(16.06)	In summer
53	(11.99)	During academic year
13	(2.94)	Other

38. Does your school system have a vocational director/administrator?
   265 (79.58) Yes
   68 (20.42) No
   333 Base

39. Check the title of your immediate CVAE supervisory administrator.
   9 (2.67) Unknown
   16 (4.75) Superintendent
   16 (4.75) Ass't superintendent
   74 (21.96) Principal
   4 (1.19) Ass't principal
   139 (41.25) Vocational director/administrator
   49 (14.54) Vocational supervisor
   23 (5.82) Vocational counselor
   6 (1.78) Other
   337 Base

40. Indicate the average number of visits he makes to your CVAE classroom per semester.
   26 (8.07) None
   71 (22.05) 3
   50 (15.53) 6
   49 (15.22) 10
   42 (13.04) 15
   34 (10.56) 20
   16 (4.97) 30
   34 (10.56) 40 or more
   322 Base

41. To whom do you go most often for program support?
   7 (2.00) No one
   24 (7.06) Superintendent
   12 (3.53) Ass't superintendent
   120 (35.29) Principal
   11 (3.24) Ass't principal
   32 (9.41) Vocational counselor
   92 (27.06) Vocational director/administrator
   Vocational supervisor:
   2 (.59) Area
   13 (3.82) Local
   Other CVAE teachers:
   12 (3.53) Vocational
   7 (2.06) Academic
   7 (2.06) Other
   340 Base

42. Do you have the enthusiastic backing and support of your supervisors?
306 (93.87) Yes
19 (5.83) No
326 Base

43. Of your administrator?
289 (92.04) Yes
24 (7.64) No
314 Base

44. Check additional supervisory needs for a more effective CVAE program in your school.
On state level
105 (36.59) Statewide coordinator of CVAE vocational and academic programs
169 (58.89) CVAE vocational and academic specialist to give assistance to local programs
12 (4.18) Other

On area level
106 (36.43) Area coordinator of CVAE vocational and academic programs
41 (14.09) CVAE academic consultant
138 (47.42) CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas
6 (2.06) Other

On local level
123 (46.07) Coordinator of CVAE vocational and academic programs
126 (47.19) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
16 (5.99) Other
267 Base

45. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:
75 (9.75) Standardization of program guidelines in all divisions (one set of standards for CVAE that would apply to all divisions)
29 (3.77) Implementation of existing guidelines
73 (9.49) More realistic program guidelines
111 (14.43) Curriculim guides for individual courses
201 (26.14) Developing instructional materials geared especially for CVAE
111 (14.43) Coordination of vocational and academic phases

56 (7.28) Facility and funding problems
39 (5.07) Financial problems
55 (7.15) Workshops and/or in-service training
11 (1.43) Other
769 Base

46. Are counseling services available in your school?
320 (94.67) Yes
18 (5.33) No
338 Base

If yes, are CVAE students routinely tested and/or interviewed by the counselor?
214 (70.16) Yes
90 (29.51) No

Estimate the percent of CVAE students who voluntarily use the counseling services.
103 (34.68) Unknown
21 (7.07) None
45 (15.15) 1-3 per cent
16 (5.39) 4-6 per cent
35 (11.78) 7-10 per cent
15 (5.05) 11-15 per cent
23 (7.74) 16-20 per cent
39 (13.13) More

What counselor do they see?
12 (3.28) None
128 (34.97) Vocational counselor
213 (58.20) Regular counselor
13 (3.55) Other

Are counseling services used in the selection and screening of CVAE students?
243 (82,94) Yes
49 (16.72) No

Which of these counseling services are used to measure student development as a result of CVAE program?
56 (13.18) None
152 (35.76) Personal interview
137 (32.24) Achievement testing

55	(12.94)	Vocational testing
23	(5.41)	Other
425		Base

47. Do you have a CVAE advisory committee?

255	(80.70)	Yes
59	(18.67)	No
316		Base

If yes, how many members are on the committee?

12	(4.67)	1-2
112	(43.58)	3-4
93	(36.19)	5-6
28	(10.89)	7-8
7	(2.72)	9-10
5	(1.95)	More

How many times does this committee meet per year?

63	(30.29)	1
80	(38.46)	2
29	(13.94)	3
21	(10.10)	4
7	(3.37)	5
3	(1.44)	6
5	(2.40)	More

Do you meet with committee?

188	(82.82)	Yes
39	(17.18)	No

Does a school administrator (other than vocational director) meet with the committee?

121	(52.84)	Yes
106	(46.29)	No

Give the functions of the advisory committe in your school?

36	(5.68)	Unknown
54	(8.52)	Advise students of job opportunities
156	(24.61)	Suggest ways to coordinate CVAE with community needs
64	(10.09)	Assist in exposing students to materials and equipment not available in school

Lend assistance in

90	(14.20)	Determing training needs

31 (4.89) Instructional Requirements
37 (5.84) Recommending instructional materials
44 (6.94) Securing instructional materials
72 (11.36) Promoting and publicizing programs
46 (7.26) Reviewing and Evaluating programs
3 (.47) Other
634 Base

Is the advisory committee a helpful part of your CVAE program?
137 (77.40) Yes
40 (22.60) No
177 Base

48. Are CVAE students carefully screened and selected?
234 (72.00) Yes
91 (28.00) No
325 Base

49. Do you have students in your CVAE classes that you feel should be in special education?
178 (56.87) Yes
135 (43.13) No
313 Base

If yes, estimate the number of special education students you have in your CVAE classes. 616 (6.07% of CVAE students)
182 (52.60) Had special education students
46 (20.18) Answered none

50. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?
73 (35.61) Yes
132 (64.39) No
205 Base

51. How many of these CVAE students have been identified as special education students? 305 (49.51% of the estimated special education students)
136 (54.84) None
248 Base

52. Are special education students carefully screened and selected?
190 (80.51) Yes
46 (19.49) No
236 Base

53. From your experience should special education students be included in your CVAE courses?

79	(26.87)	Yes
213	(72.45)	No
294		Base

If no, why not?

121	(20.03)	Too much supervision required
52	(8.61)	Too little eye-hand coordination
141	(23.34)	For safety reasons
74	(12.25)	Incapable of operating equipment
88	(14.57)	Too slow to learn, slows down class
89	(14.74)	Poor retention rate
39	(6.46)	Other
604		Base

54. Are the sexes separated in your CVAE classes?

241	(72.37)	Yes
92	(27.63)	No
333		Base

55. What is the composition of your classes?

179	(52.65)	Separated, all male
74	(21.76)	Separated, all female
74	(21.76)	Mixed, males and females
13	(3.82)	Both, some classes separated, some mixed
340		Base

56. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated.

54	(12.89)	Some subject matter is easier to cover
181	(43.20)	Their job interest and skills are different
104	(24.82)	Discipline problems are minimized
72	(17.18)	They work better separately
8	(1.91)	Other
419		Base

No. Give reasons why they should be together.

88	(43.78)	For normal social development
32	(15.92)	They work better together
69	(34.33)	So CVAE classes will not be different from regular classes
11	(5.47)	Other
201		Base

57. Give the number of students you have in each racial group.

3661	(38.42)	White
2179	(22.86)	Black
3590	(37.67)	Mexican-American
19	(0.19)	Indian
79	(0.82)	Other
9528		Total number of CVAE students

58. How do you determine the individual training needs of the CVAE students?

14	(1.72)	Psychological testing
41	(5.04)	Aptitude testing
31	(3.81)	Occupational aptitude testing
53	(6.51)	Teacher-made diagnostic tests
239	(29.36)	Student interest
156	(19.16)	Personal interview
267	(32.80)	Observation of student performance
13	(1.60)	Other
814		Base

59. Do you develop your own course outline?

321	(94.69)	Yes
17	(5.01)	No
339		Base

60. In what area do you feel a need for assistance in course development?

109	(33.75)	None
103	(31.89)	More definite guidelines and more realistic goals
66	(20.43)	Curriculum guidelines
29	(8.98)	Implementation of existing guidelines
16	(4.95)	Other
323		Base

61. At what achievement level is your course content designed?

48	(14.33)	Grade level the course is offered (9th, 10th, etc)
98	(29.25)	Level of the class as a group
183	(54.63)	Level of each individual student
6	(1.79)	Other
335		Base

62. Do you have access to adequate instructional materials for your students?

213	(64.55)	Yes
114	(34.55)	No
330		Base

63. Check areas in which you do not have adequate materials for your students at their achievement and interest level.

122	(17.53)	Textbooks
94	(13.51)	Reference books
123	(17.67)	Audio-visual materials
115	(16.52)	Individual work units
46	(6.61)	Basic course outline
74	(10.63)	Technical library materials and manuals
42	(6.03)	Job analyses required skills
47	(6.75)	Materials related to job finding
24	(3.45)	On-the-job training for co-op students
7	(1.01)	Other
696		Base

64. In what areas do you need additional CVAE units?

85	(27.51)	None
94	(30.42)	Industrial
61	(19.74)	Homemaking
19	(6.15)	Vocation office education
7	(2.27)	Agriculture
43	(13.92)	Co-op
309		Base

Additional units not currently offered by TEA.

49	(24.75)	Paint and body repair
28	(14.14)	Cleaning and laundry
22	(11.11)	Leathercraft
25	(12.63)	Advanced specialized training
45	(22.73)	More programs for girls
15	(7.58)	Other
14	(7.07)	Other
198		Base

65. Check the grade levels in which additional units are needed for boys and girls in your school.

Boys:

39	(21.55)	7
26	(14.36)	8
32	(17.68)	9
32	(17.68)	10
19	(10.50)	11
33	(18.23)	12
181		Base

Girls:
31 (20.00) 7
29 (18.71) 8
29 (18.71) 9
23 (14.84) 10
18 (11.61) 11
25 (16.13) 12
155 Base

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

Number of hours
51 (16.50) None
46 (14.89) 1
48 (15.53) 2
43 (13.92) 3
21 (6.80) 4
39 (12.62) 5
12 (3.88) 6
2 (.65) 7
11 (3.56) 8
7 (2.27) 9
14 (4.53) 10
1 (.32) 11
14 (4.53) 12
309 Base

Interval of time
182 (79.48) Per week
30 (13.10) Per 6 weeks
17 (7.42) Per semester
229 Base

67. Do you see a need for more coordination between the academic and vocational phases?
266 (81.35) Yes
60 (18.35) No
327 Base

If yes, how would you prefer to see additional coordination accomplished?
60 (11.90) Specific time scheduled each day for coordination of subject matter
94 (18.65) Conference each 6 weeks to coordinate course outlines
72 (14.29) Coordination conference in the scheduled in-service meetings
84 (16.67) Coordination conference to include CVAE administration, counselors and all other CVAE teachers
61 (12.10) CVAE consultant to aid in coordination of objectives and curriculum planning
54 (10.71) Team teaching (academic and vocational teacher)
76 (15.08) Coordinated curriculum guides and instructional materials
2 (.40) Other
504 Base

68. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.

5	(.44)	No additional evaluative criteria
278	(24.56)	Attitude
235	(20.76)	Individual ability
80	(7.07)	Competition within the class
289	(25.53)	Performance, interest, attendance (as he would be evaluated on a job)
129	(11.40)	Attendance
21	(1.86)	Student self-evaluation
93	(8.22)	Participation in class
2	(.18)	Other
1132		Base

69. Does your CVAE course represent one of the greater job demands in the labor market of your area?

276	(26.25)	Yes
44	(13.75)	No
320		Base

70. How is physical education for CVAE students handled at your school?

234	(68.42)	In classes with regular students
Classes of CVAE students only		
52	(15.20)	With P.E. teacher
15	(4.39)	With the CVAE teacher
No P.E. class for CVAE students		
26	(7.60)	No available time for P.E.
15	(4.39)	No scheduled time for P.E.
342		Base

71. Do your students belong to a CVAE related student organization?

211	(62.80)	Yes
125	(37.20)	No
336		Base

If yes, what group?

148	(65.91)	VOC-Vocational Opportunity Clubs
14	(6.36)	FHA-Future Homemakers of America
44	(20.00)	HERO-Home Economics Related Occupation
17	(7.73)	Other
220		Base

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?
234 (69.03) Yes
4 (1.18) No
101 (29.79) Do not know

Are there fewer discipline problems with students after their enrollment in CVAE?
228 (67.26) Yes
20 (5.90) No
91 (26.84) Do not know
339 Base

73. Are counseling services used to measure progress of your CVAE?
339 Base

Students:
173 (54.40) Yes
145 (45.60) No
318 Base

If yes, which of these counseling services are used to measure student development as a result of CVAE progress?
114 (34.97) Personal interview
100 (30.67) Achievement testing
43 (13.19) Vocational test
27 (8.28) Individual testing
21 (6.44) Intelligence testing
15 (4.60) Personality inventory
6 (1.84) Other
326 Base

74. Do your shop or lab facilities meet the present division standard for your CVAE cluster as set up by TEA.
207 (68.09) Yes
97 (31.91) No
304 Base

75. Do you have up-to-date equipment comparable to that used in standards for CVAE programs?
230 (74.19) Yes
80 (25.81) No
310 Base

76. Is this equipment kept in good repair?
271 (93.45) Yes
19 (6.55) No
290 Base

CVAE Academic Teacher Questionnaire

With Distribution of Response

77. In what areas do you see improvement in your CVAE student? Use a value scale of 0 (no improvement) to 4 (great improvement)

Academic achievement
12 (4.69) Rank of 0
58 (22.66) Rank of 1
92 (35.94) Rank of 2
48 (18.75) Rank of 3
21 (8.20) Rank of 4
25 (9.77) Rank other than 0-4
90 (35.16) Did not rank

Vocational achievement
5 (1.76) Rank of 0
3 (1.06) Rank of 1
61 (21.48) Rank of 2
104 (36.62) Rank of 3
77 (27.11) Rank of 4
33 (11.62) Rank other than 0-4
62 (21.83) Did not rank

Interest in preparing for a productive and rewarding future
11 (4.15) Rank of 0
27 (10.19) Rank of 1
75 (28.30) Rank of 2
80 (30.19) Rank of 3
42 (15.85) Rank of 4
29 (10.94) Rank other than 0-4
81 (30.57) Did not rank

Pride and self-confidence
4 (1.32) Rank of 0
14 (4.62) Rank of 1
68 (22.44) Rank of 2
112 (36.96) Rank of 3
68 (22.44) Rank of 4
37 (12.21) Rank other than 0-4
43 (14.19) Did not rank

Interest in school
12 (4.26) Rank of 0
23 (8.16) Rank of 1
94 (33.33) Rank of 2
88 (31.21) Rank of 3
38 (13.48) Rank of 4

27	(9.57)	Rank other than 0-4
64	(22.70)	Did not rank

Interest in fellow students

10	(4.03)	Rank of 0
37	(14.92)	Rank of 1
70	(28.23)	Rank of 2
80	(32.26)	Rank of 3
30	(12.10)	Rank of 4
21	(8.47)	Rank other than 0-4
98	(39.52)	Did not rank

Gainful employment

11	(4.56)	Rank of 0
23	(9.54)	Rank of 1
60	(24.90)	Rank of 2
78	(32.37)	Rank of 3
43	(17.84)	Rank of 4
26	(10.79)	Rank other than 0-4
105	(43.57)	Did not rank

Other

0	(.00)	Rank of 0
0	(.00)	Rank of 1
1	(11.11)	Rank of 2
4	(44.44)	Rank of 3
1	(11.11)	Rank of 4
337	(.00)	Did not rank
9		Base

78. What type of student(s) have you found unable to benefit under the present program?

78	(13.40)	Academically unmotivated student
114	(19.59)	The student whose emotional problems encumber his learning capabilities
172	(29.55)	Chronic absentee
67	(11.51)	The student whose intellect and/or physical disabilities prevent his educational progress
136	(23.37)	Undisciplined and/or apathetic student
15	(2.58)	Other
582		Base

79. Do you feel that the CVAE program is effective in your school?

323	(97.29)	Yes
8	(2.41)	No
332		Base

80. What one thing do you feel would make the biggest improvement in your present program?

93	(27.43)	Better and/or more correlation between academic and vocational courses
43	(12.68)	More individual instruction for students
16	(4.72)	More and/or better qualified teachers, counselors, and administrators
28	(8.26)	Students leaving CVAE better prepared to fill wage-earning jobs
43	(12.68)	Better guidelines, equipment, materials and facilities
67	(19.76)	Continuation of CVAE at higher levels
18	(5.31)	Additional CVAE courses
24	(7.08)	Additional screening of CVAE students
7	(2.06)	Other
339		Base

CVAE Academic Teacher

1. What is the size of your school system? Give the number of students.

1	(.25)	Less than 350
33	(8.19)	350-699
58	(14.39)	700-1499
79	(19.60)	1500-2999
71	(17.62)	3000-4999
33	(8.19)	5000-9999
128	(31.76)	10,000 or more
403		Base

2. CVAE subject area(s) you teach.

160	(32.59)	English
130	(26.48)	Mathematics
81	(16.50)	Science
98	(19.96)	Social studies
21	(4.28)	Other
491		Base

3. CVAE grade(s) you teach.

86	(15.01)	7
178	(31.06)	8
135	(23.56)	9
125	(21.82)	10
43	(7.50)	11
6	(1.05)	12
573		Base

4. How many of your classes contain CVAE students from more than one grade level?

182	(46.67)	None
98	(25.13)	1
54	(13.85)	2
23	(5.90)	3
16	(4.10)	4
17	(4.36)	5
390		Base

5. How many CVAE classes do you teach?

136	(35.70)	1
108	(28.35)	2
37	(9.71)	3
42	(11.02)	4
42	(11.02)	5
16	(4.20)	6
381		Base

In how many of your classes do you teach regular and CVAE students together? (There is evidence that the information given is not for CVAE classes only, as intended)
283 (71.46) None
39 (9.85) 1
35 (8.84) 2
8 (2.02) 3
14 (3.54) 4
17 (4.29) 5
396 Base

6. Do you teach all CVAE subjects in a self-contained classroom?
187 (48.83) Yes
196 (51.17) No
383 Base
Not valid - question misunderstood

7. Do you also teach regular classes?
320 (79.80) Yes
81 (20.20) No
401 Base

8. How many of your classes have more then 20 students? (There is evidence that the information given is not for CVAE classes only, as intended)
154 (39.90) None
44 (11.40) 1
36 (9.33) 2
52 (13.47) 3
48 (12.44) 4
52 (13.47) 5
386 Base

9. Indicate the location of your CVAE classroom?
2 (.50) Elementary
173 (43.03) Junior high school
40 (9.95) Middle school
177 (44.03) Senior high school
5 (1.24) Vocational complex
5 (1.24) Other
402 Base

10. Does your location within the school complex isolate your CVAE students from the total student body?
17 (4.23) Yes
385 (95.77) No
402 Base

11. Do your students feel segregated from others in their age and peer group?
73 (18.81) Yes
315 (81.19) No
388 Base

12. Is your present location satisfactory?
375 (93.28) Yes
27 (6.72) No
402 Base

If no, indicate a change in location that would better facilitate the needs of your students.
16 (61.54) In a CVAE complex
In the building with regular students
7 (26.92) At their grade level
3 (11.54) At their age level
26 Base

13. Do your students have the opportunity to participate in school activities?
391 (97.75) Yes
8 (2.00) No
400 Base

If yes, what activities
141 (14.61) School publications
339 (35.13) Sports

Assemblies
300 (31.09) Attend
140 (14.51) Participate
44 (4.56) Other
965 Base

14. What is the total number of CVAE students you teach? 13,529
8 (1.98) Answered with 0
404 Base

15. How many of them are failing to date? 1522 (11.24% of CVAE students)
133 (33.08) Answered with 0
402 Base

16. How many of these failing are in class with regular students? 346 (22.73 of these failing)
339 (2.26) Answered with 9

17. What percent absenteeism have you had in your CVAE classes this year?

125	(31.25)	Answered with	0
188	(47.00)	Answered with	1-10
54	(13.50)	Answered with	11-20
18	(4.50)	Answered with	21-30
9	(2.25)	Answered with	33-40
3	(.75)	Answered with	50
1	(.25)	Answered with	71
2	(.50)	Answered with	90-92
400		Base	

18. How many CVAE students have you had to send to the office for disciplinary action this year? 908 (6.71% of CVAE students)

170	(42.08)	Answered with	0
404		Base	

19. How many CVAE students have been suspended this year? 458 (3.38% of CVAE students)

254	(63.18)	Answered with	0
402		Base	

20. Do you teach both regular and CVAE classes?

318	(79.70)	Yes
81	(20.30)	No
399		Base

If yes, what is the total number of regular students you teach? 23,384

89	(22.25)	Answered with	0
400		Base	

How many of the regular students are failing? 2532 (10.82% of regular students)

150	(37.59)	Answered with	0
399		Base	

What percent absenteeism do you have in your regular classes?

196	(49.25)	Answered with	0
177	(44.25)	Answered with	1-10
19	(4.75)	Answered with	12-20
5	(1.00)	Answered with	21-30
1	(.25)	Answered with	50
398		Base	

How many of your regular students have you sent to the office? 817 (3.49% of regular students)

225	(56.25)	Answered with 0
400		Base

How many of your regular students have been suspended this year? 374 (1.59% of regular students)

292	(73.18)	Answered with 0
399		Base

Teacher information

21. Check your teacher qualifications

Education

21	(5.56)	High school graduate or equivalent
0	(.00)	Two years completed college credit
357	(94.44)	College or university degree
378		Base

Certification

198	(50.51)	Professional teaching certificate
178	(45.41)	Provisional teaching certificate
15	(3.83)	Emergency teaching certificate
1	(.26)	Permit for special assignment
392		Base

22. Is the CVAE course(s) you teach in the subject area in which you are certified?

355	(90.33)	Yes
38	(9.67)	No
393		Base

23. How many years have you been teaching CVAE courses?

145	(38.06)	1
107	(28.08)	2
71	(18.64)	3
27	(7.09)	4
31	(8.14)	5
381		Base

24. Indicate your years of teaching experience before becoming a CVAE teacher.

100	(25.38)	None
40	(10.15)	1
40	(10.15)	2
39	(9.90)	3-4
71	(18.02)	5-9
62	(15.74)	10-19
33	(8.38)	20-29
9	(2.28)	30 or more
394		Base

25. How many of these years of experience were in a subject area related to the CVAE course you teach?

107	(29.56)	All
98	(27.07)	None
14	(3.87)	1
18	(4.97)	2
34	(9.39)	3-4
37	(10.22)	5-9
35	(9.67)	10-19
16	(4.42)	20-29
3	(.83)	30 or more
362		Base

26. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

279	(72.85)	None
13	(3.39)	1
17	(4.44)	2
25	(6.53)	3-4
34	(8.88)	5-9
10	(2.61)	10-19
3	(.78)	20-29
2	(.52)	30 or more
383		Base

27. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

215	(57.95)	Public schools
11	(2.96)	Private schools
22	(5.93)	Armed services

47 (12.67) Industry
76 (20.49) Other
371 Base

28. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.
130 (19.43) None
23 (3.44) Special education
117 (17.49) Remedial courses on basic classes
66 (9.87) Specialized work with emphasis on learning difficulties
75 (11.21) Work with students having severe discipline problems
22 (3.29) Non-graded classes
92 (13.75) Below grade level courses
114 (17.04) Work with low income groups
30 (4.48) Other
669 Base

29. From what source were you assigned to teach CVAE?
332 (84.91) From regular teaching
45 (11.51) Employed especially to teach CVAE
14 (3.58) Other
391 Base

30. By what method were you assigned to teach CVAE?
88 (22.51) Volunteered to teach CVAE
298 (76.21) Assigned by the administrator
5 (1.28) Other
391 Base

31. On what basis were you chosen to be a CVAE teacher?
208 (38.59) Because of availability
44 (8.16) Had special skills for teaching CVAE
80 (14.84) Had experience teaching students with learning disabilities
121 (22.45) Had a deep desire to help students with learning and socio-economic disabilities
26 (4.82) Because no one else would accept the assignment
7 (1.30) Because teaching CVAE courses is on a rotation basis and and it was my turn
53 (9.83) Other
539 Base

32. Do you now teach or have you ever taught regular classes?

385	(96.98)	Yes
12	(3.02)	No
398		Base

If yes, which do you prefer to teach?

114	(34.13)	CVAE courses
220	(65.87)	Regular courses
334		Base

33. Do you find your CVAE teaching experience challenging and satisfying?

308	(82.80)	Yes
64	(17.20)	No
372		Base

34. What CVAE special training did you have before and since becoming a CVAE teacher?

Before

246	(69.49)	None
10	(2.82)	One required CVAE summer workshops
16	(4.52)	Local in-service CVAE training
14	(3.95)	CVAE worshop offered locally
51	(14.41)	One or more college courses designed for teaching students with special learning needs.
3	(.85)	College summer school CVAE courses
12	(3.39)	Other
354		Base

Since

205	(47.56)	None
10	(2.32)	One required CVAE summer workshop
69	(16.01)	Local in-service CVAE training
52	(12.06)	CVAE workshop offered locally
56	(12.99)	One or more college courses designed for teaching students with special learning needs.
16	(3.71)	College summer school CVAE courses
23	(5.34)	Other
431		Base

35. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

158	(46.88)	Yes
179	(53.12)	No
337		Base

36. Have you completed all the training required to be a CVAE teacher?
    - 122 (39.48) Yes
    - 187 (50.52) No
    - 309 Base

37. Indicate areas in which you feel a need for additional training.
    - 55 (15.80) No additional training needed
    - 153 (44.20) Student relationships and related problems (including motivation of students)
    - 944 (81.94) Short training course especially for teaching CVAE in my subject area
        - 219 (23.19) Teaching methods
        - 185 (19.59) Instructional materials
        - 24 (2.54) Operation of commercial equipment
        - 115 (12.18) Remedial reading
        - 15 (1.58) Other
        - 139 (14.72) Coordination of academic and vocational phases of CVAE
        - 60 (6.35) Understanding cultural differences of students
        - 184 (19.49) Instructional aids for CVAE students
        - 3 (0.31) Other
        - 944 (Base
        - 1152 Base

38. How would you like to see this additional training handled?
    - 202 (38.77) Area in-service training
    - 78 (14.97) Regional workshops
    - 73 (14.01) State workshops at local college
    - 168 (32.24) Special college courses
    - 521 Base

39. Does your school system have a vocational director/administrator
    - 293 (79.40) Yes
    - 76 (20.60) No
    - 369 Base

40. Check the title of your immediate CVAE supervisory administrator.
    - 35 (8.47) Unknown
    - 11 (2.66) Superintendent
    - 10 (2.42) Ass't superintendent
    - 152 (36.80) Principal
    - 17 (4.12) Ass't principal
    - 90 (21.79) Vocational director/administrator

41	(9.93)	Vocational supervisor
45	(10.90)	Vocational counselor
12	(2.91)	Other
413		Base

41. Indicate the average number of visits he makes to your CVAE classroom per semester.

166	(46.37)	None
104	(29.05)	3
42	(11.73)	6
19	(5.31)	10
6	(1.68)	15
12	(3.35)	20
3	(.84)	30
6	(1.68)	40 or more
358		Base

[illegible]2. To whom do you go most often for program support?

49	(4.10)	No one
11	(.92)	Superintendent
7	(.59)	Ass't superintendent
166	(13.89)	Principal
37	(3.10)	Ass't principal
55	(4.60)	Vocational counselor
44	(3.68)	Vocational director/administrator

Vocational supervisor

3	(.25)	Area
25	(2.09)	Local

Other CVAE teachers

79	(6.61)	Vocational
72	(6.03)	Academic
7	(.59)	Other
1195		Base

43. Do you have the enthusiastic backing and support of your supervisor

288	(88.07)	Yes
39	(11.93)	No
327		Base

44. Of your administrator

295 (88.59) Yes
37 (11.11) No
333 Base

45. Check additional supervisory needs for a more effective CVAE program in your school.

On state level - 33.00%
73 (24.41) Statewide coordinator of CVAE vocational and academic programs
213 (71.24) CVAE vocational and academic specialist to give assistance to local programs
13 (4.35) Other
299 Base

On area level - 34.32%
85 (27.33) Area coordinator of CVAE vocational and academic programs
98 (31.51) CVAE academic consultant
124 (39.87) CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas
3 (.96) Other
311 Base

On local level - 32.67%
151 (51.01) Coordinator of CVAE vocational and academic programs
135 (45.61) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
9 (3.04) Other
296 Base

46. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

103 (12.71) Standardization of program guidelines in all divisions (one set of standards for CVAE that would apply to all divisions)
30 (3.70) Implementation of existing guidelines
103 (12.71) More realistic program guidelines
150 (8.51) Curriculum guides for individual courses
178 (21.97) Developing instructional materials geared expecially for CVAE
85 (10.49) Coordination of vocational and academic phases
47 (5.80) Facility and funding problems
32 (3.95) Financial problems
76 (9.38) Workshops and/or in-service training
6 (.74) Other
810 Base

47. Are counseling services available in your school?

368	(94.85)	Yes
20	(5.15)	No
388		Base

If yes, are CVAE students routinely tested and/or interviewed by the counselor?

208	(62.09)	Yes
127	(37.91)	No
335		Base

Estimate the percent of CVAE students who voluntarily use the counseling services

170	(50.90)	Unknown
28	(8.38)	None
33	(9.88)	1-3 percent
12	(3.59)	4-6 percent
20	(5.99)	7-10 percent
14	(4.19)	11-15 percent
20	(5.99)	16-20 percent
37	(11.08)	More
334		Base

What counselor do they see?

14	(4.06)	None
132	(38.26)	Vocational counselor
194	(56.23)	Regular counselor
5	(1.45)	Other
345		Base

Are counseling services used in the selection and screening of CVAE students?

280	(87.23)	Yes
41	(12.77)	No
321		Base

Which of these counseling services are used to measure student development as a result of CVAE programs?

38	(8.58)	None
143	(32.28)	Personal interview
170	(38.37)	Achievement testing
54	(12.19)	Vocational testing
38	(8.58)	Other
443		Base

49. Composition of classes.
Are CVAE students carefully screened and selected?
236 (67.43) Yes
114 (32.57) No
350 Base

50. Do you have students in your CVAE classes that you feel should be in special education?
219 (62.22) Yes
133 (37.78) No
352 Base

If yes, estimate the number of special education students you have in your CVAE classes. 787 (5.85% of CVAE students)
44 (15.77) Answered none
279 Base

51. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?
65 (25.29) Yes
192 (74.71) No
257 Base

52. How many of these CVAE students have been identified as special education students? 413 (52.47% of the special education students)
139 (48.77) None
285 Base

53. Are special education students carefully screened and selected?
239 (82.13) Yes
52 (18.87) No
291 Base

54. From your experience should special education students be included in your CVAE courses?
89 (27.90) Yes
230 (72.10) No
319 Base

If no, why not?
115 (24.36) Too much supervision required
27 (5.72) Too little eye-hand coordination
39 (8.26) For safety reasons
19 (4.03) Incapable of operating equipment

130 (27.54) Too slow to learn, slows down class
92 (19.49) Poor retention rate
50) 10.59) Other
472 Base

55. Are the sexes separated in your CVAE classes?
111 (29.44) Yes
266 (70.56) No
377 Base

56. What is the composition of your classes?
95 (24.61) Separated, all male
9 (2.33) Separated, all female
247 (63.99) Mixed, males and females
35 (9.07) Both, some classes separated, some mixed
386 Base

57. Should the sexes be separated in your CVAE classes?
Yes, give reasons why they should be separated.
37 (15.10) Some subject matter is easier to cover
90 (36.73) Their job interest and skills are different
66 (26.94) Discipline problems are minimized
43 (17.55) They work better separately
9 (3.67) Other
245 Base

No, give reasons why they should be together
244 (49.90) For normal social development
95 (19.43) They work better together
146 (29.86) So CVAE classes will not be different from regular classes
2 (.41) Other
489 Base

58. Give the number of CVAE students you have in each racial group.
5395 (38.66) White
8 (0.05) Indian
2890 (20.71) Black
5586 (40.03) Mexican-American
73 (0.52) Other
13,952 Total number of CVAE students

59. How do you determine the individual training needs of the CVAE students?
11 (1.32) Psychological testing
69 (8.26) Aptitude testing
20 (2.40) Occupational aptitude testing
136 (16.29) Teacher-made diagnostic tests
207 (24.79) Student interest
97 (11.62) Personal interview
275 (32.93) Observation of student performance
20 (2.40) Other
835 Base

60. Do you develop your own course outline?
361 (93.52) Yes
25 (6.48) No
386 Base

61. In what area do you feel a need for assistance in course development?
60 (12.30) None
185 (37.91) More definite guidelines and more realistic goals
170 (34.84) Curriculum guidelines
43 (8.81) Implementation of existing guidelines
30 (6.15) Other
488 Base

62. At what achievement level is your course content designed?
58 (14.01) Grade level the course is offered (9th, 10th, etc.)
190 (45.89) Level of the class as a group
152 (36.71) Level of each individual student
14 (3.38) Other
414 Base

63. Do you have access to adequate instructional materials for your students:
186 (50.82) Yes
180 (49.18) No
366 Base

64. Check areas in which you do not have adequate materials for students at their achievement and interest level.
183 (9.17) Textbooks
95 (4.76) Reference books
132 (6.62) Audio-visual materials
191 (9.59) Individual work units
133 (6.67) Basic course outline
52 (2.61) Technical library materials and manuals

52	(2.61)	Job and analysis required skills
54	(2.71)	Materials related to job finding
16	(.80)	On-the-job training for co-op students
20	(1.00)	Other
1995		Base

65. In what areas do you need additional CVAE units?

75	(29.88)	None
66	(26.29)	Industrial
64	(25.50)	Homemaking
15	(5.98)	Voe
17	(6.77)	Agriculture
14	(5.58)	Co-op
251		Base

Additional units not currently offered by tea.

61	(24.02)	Paint and body repair
40	(15.75)	Cleaning and laundry
39	(15.35)	Leathercraft
23	(9.06)	Advanced specialized training
47	(18.50)	More programs
10	(3.94)	Other
254		Base

66. Check the grade levels in which additional units are needed for boys and girls in your school.

Boys:

72	(40.00)	7
26	(14.44)	8
34	(18.89)	0
29	(16.11)	10
16	(8.89)	11
3	(1.67)	12
180		Base

Girls:

74	(41.11)	7
28	(15.56)	8
31	(17.22)	9
29	(16.11)	10
13	(7.22)	11
5	(2.78)	12
180		Base

Coordination

67. Indicate the time you actually spend coordinating academic and vocational subject matter.

Number of hours

88	(26.51)	None
64	(19.28)	1
35	(10.54)	2
43	(12.95)	3
14	(4.22)	4
28	(8.43)	5
20	(6.02)	6
5	(1.51)	7
10	(3.01)	8
0	(.00)	9
9	) 2.71)	10
1	(.30)	11
15	(4.52)	12
332		Base

Interval of time

172	(76.44)	Per week
27	(12.00)	Per 6 weeks
26	(11.56)	Per semester
225		Base

68. Do you see a need for more coordination between the academic and vocational phases?

275	(78.13)	Yes
77	(21.88)	No
352		Base
98	(15.31)	Conference each 6 weeks to coordinate course outlines
86	(13.44)	Coordination conference in the scheduled in-service meetings
102	(15.94)	Coordination conferences to include CVAE administration counselors and all other CVAE teachers
90	(14.06)	CVAE consultant to aid in coordination of objectives and curriculum planning
80	(12.50)	Team teaching (academic and vocational teacher)
122	(19.06)	Coordinated curriculum guides and instructional materials
9	(1.41)	Other
640		Base

Evaluation

69. Check the criteria you use in evaluation for achievement of CVAE students, other than classwork.

15	(1.08)	No additional evaluative criteria
300	(21.51)	Attitude
286	(20.50)	Individual ability
87	(6.24)	Competition within the class
266	(19.07)	Performance, interest, attendance (as he would be evaluated on a job)
188	(13.48)	Attendance
38	(2.72)	Student self-evaluation
208	(14.91)	Participation in class
7	(.50)	Other
1395		Base

70. What percent of your course is job related?

47	(16.26)	Answered with	0
58	(20.30)	Answered with	1-10
3	(1.04)	Answered with	15
22	(7.61)	Answered with	20
22	(7.61)	Answered with	25
11	(3.81)	Answered with	30
7	(2.42)	Answered with	35
10	(3.46)	Answered with	40
45	(15.57)	Answered with	50
4	(1.39)	Answered with	60
10	(3.46)	Answered with	70
20	(6.92)	Answered with	75-80
6	(2.08)	Answered with	90
24	(8.31)	Answered with	95-99
116	(28.71)	Did not answer	
289		Base	

71. How is the CVAE academic program handled in your school?

82	(15.53)	CVAE students in classes with other students of comparable ability
88	(16.67)	In self-contained classroom, all subjects taught to CVAE students only
54	(10.23)	CVAE students in regular classes with other students of varying capabilities
268	(50.76)	Classes set up for CVAE students only
8	(1.52)	No modified academic classes provided especially for CVAE students
18	(3.41)	Un-graded system
10	(1.89)	Other
528		Base

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?

164	(42.49)	Yes
23	(5.96)	No
199	(51.55)	Do not know
386		Base

Are there fewer discipline problems with students after their enrollment in CVAE?

160	(41.78)	Yes
75	(19.58)	No
148	(38.64)	Do not know
383		Base

73. Are counseling services used to measure progress of your CVAE students?

186	(56.02)	Yes
146	(43.98)	No
332		Base

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

118	(30.33)	Personal interview
116	(29.82)	Achievement testing
55	(14.14)	Vocational testing
51	(13.11)	Individual testing
24	(6.17)	Intelligence testing
15	(3.86)	Personality inventory
10	(2.57)	Other
389		Base

74. In what areas do you see improvement in your CVAE students? Use a value scale of 0 (no improvement) to 4 (great improvement)

Academic achievement

18	(6.59)	Answered with	0
40	(14.65)	Answered with	1
111	(40.66)	Answered with	2
84	(30.77)	Answered with	3
19	(6.96)	Answered with	4
1	(.37)	Answered with	7
132	(.00)	Did not answer	
273		Base	

Vocational achievement

```
 12 (  6.09) Answered with   0
 20 ( 10.15) Answered with   1
 54 ( 27.41) Answered with   2
 77 ( 39.09) Answered with   3
 32 ( 16.24) Answered with   4
  1 (   .51) Answered with   5
  1 (   .51) Answered with   8
208 (   .00) Did not answer
197          Base
```

Interest in preparing for a productive and rewarding future

```
 26 ( 10.44) Answered with   0
 53 ( 21.29) Answered with   1
 94 ( 37.75) Answered with   2
 49 ( 19.68) Answered with   3
 27 ( 10.84) Answered with   4
156 (   .00) Did not answer
249          Base
```

Other

```
  1 ( 20.00) Answered with   0
  1 ( 20.00) Answered with   2
  2 ( 40.00) Answered with   3
  1 ( 20.00) Answered with   4
400 (   .00) Did not answer
5            Base
```

Pride and self-confidence

```
 15 (  5.58) Answered with   0
 46 ( 17.10) Answered with   1
 79 ( 29.37) Answered with   2
 81 ( 30.11) Answered with   3
 48 ( 17.84) Answered with   4
136 (   .00) Did not answer
269          Base
```

Interest in school

```
 31 ( 11.97) Answered with   0
 47 ( 18.15) Answered with   1
 84 ( 32.43) Answered with   2
 66 ( 25.48) Answered with   3
 31 ( 11.97) Answered with   4
146 (   .00) Did not answer
259          Base
```

Interest in fellow student

39	(16.12)	Answered with	0
52	(21.49)	Answered with	1
81	(33.47)	Answered with	2
50	(20.66)	Answered with	3
20	(8.26)	Answered with	4
163	(.00)	Did not answer	
242		Base	

Gainful employment

21	(10.66)	Answered with	0
40	(20.30)	Answered with	1
68	(34.52)	Answered with	2
46	(23.35)	Answered with	3
22	(11.17)	Answered with	4
208	(.00)	Did not answer	
197		Base	

75. What type of student(s) have you found unable to benefit under the present program?

155	(19.70)	Academically unmotivated student
138	(17.53)	The student whose emotional problems encumber his learning capabilities
213	(27.06)	Chronic absentee
93	(11.82)	The student whose intellectual and/or physical disabilities prevent his educational progress
178	(22.62)	Undisciplined and/or apathetic student
10	(1.27)	Other
787		Base

76. Do you feel that the CVAE program is effective in your school?

301	(86.00)	Yes
49	(14.00)	No
350		Base

77. What one thing do you feel would make the biggest improvement in your present program?

93	(14.62)	Better and/or more correlation between academic and vocational courses
109	(17.14)	More individual instruction for students
61	(9.59)	More and/or better qualified teachers, counselors, and administrators
66	(10.38)	Students leaving CVAE better prepared to fill wage-earning jobs

CVAE Academic Teacher

112	(17.61)	Better guidelines, equipment, materials and facilities
58	(9.12)	Continuation of CVAE at higher levels
33	(5.19)	Additional CVAE courses
71	(11.16)	Additional screening of CVAE students
33	(5.19)	Other
636		Base

CVAE Student Questionnaire
With Distribution of Response

CVAE Student

1. What grade are you in?
   7 - 6th grade
   61 - 7th grade
   253 - 8th grade
   181 - 9th grade
   210 - 10th grade
   77 - 11th grade
   69 - 12th grade
   4 - Blank

2. How old are you?
   4 - 12 yrs old
   83 - 13 yrs old
   148 - 14 yrs old
   168 - 15 yrs old
   177 - 16 yrs old
   145 - 17 yrs old
   62 - 18 yrs old
   46 - 19 yrs old
   9 - 20 yrs old
   1 - Older
   5 - Blank

3. Which CVAE vocational class are you taking?
   27 - Agriculture
   149 - VOE
   179 - Homemaking
   433 - Industrial

4. Are you interested in having a job doing the type work you have been learning in CVAE?
   595 - Yes
   237 - No

   If no, what type of work are you interested in? 193 responses

5. Who first told you about the CVAE program before taking the course?
   316 - Someone taking CVAE courses
   292 - The counselor
   141 - One of my teachers
   82 - The CVAE teacher

6. Why did you choose to take CVAE? Check one answer.
   112 - Suggested by the counselor
   37 - Suggested by one of my teachers
   46 - Suggested by my parents
   86 - Suggested by a friend
   122 - To help me find a job in town
   313 - I thought I would like this kind of work
   160 - I was having difficulty in school

7. Did you discuss CVAE with anyone before you took the program?
617 - Yes
190 - No

If yes, with whom?
191 - The counselor
93 - One of my teachers
175 - My parents
180 - A friend my age
80 - Someone else

8. Check problems you are having in your CVAE vocational course.
52 - Difficulty in learning how to do the job
73 - Difficulty in understanding how to do the job
47 - Not enough time in class instruction
68 - Not enough time in shop or lab
76 - Not interested in the class work
545 - Having no problems

9. Check problems you are having in your CVAE academic courses.
59 - Difficulty in learning how to do the work
97 - Difficulty in understanding what I am supposed to do
53 - Not enough help from the teacher
53 - Not enough time in class
38 - Not enough time to do homework
83 - Not interested in the subject
496 - Having no problems

10. Have you discussed your school problems with your teacher?
259 - Yes
575 - No

If no, why not?
56 - Too embarrassed
51 - No time to discuss problems
60 - Don't want the teacher to know (about problems)
80 - Don't want to bother the teacher
239 - Have no problems
57 - Other reasons

11. Have you discussed your personal problems with your teacher?
192 - Yes
598 - No

If no, why not?
219 - Too personal
87 - They might tell someone
104 - No time to talk to the teacher
104 - Other reasons

12. Do you have a counselor now?
620 - Yes
121 - No

If yes, how many times have you talked to your counselor this year?
274 - None
119 - 1 time
109 - 2 times
95 - 3 times

13. What grade are you making in your CVAE vocational course?
200 - 90-100 (A)
367 - 80-89 (B)
218 - 70-79 (C)
43 - 60-69 (D)
11 - Below 60 (F)

14. List your academic subjects:
745 (86.4) English
560 (65.0) Social Studies
364 (42.2) Other
650 (75.4) Mathematics
461 (53.5) Science
8 (.9) Blank

15. Which subject do you like best?
159 - English
186 - Mathematics
106 - Social Studies
79 - Science
346 - CVAE Vocational'
86 - Other

16. Which subject is the hardest for you?
165 - English
240 - Mathematics
121 - Social Studies
143 - Science
49 - CVAE Vocational
65 - Other

17. Which CVAE class do you like best?
656 - Vocational
163 - Academic

18. How many days did you miss school during the last six weeks?
255 - None
319 - 1-3
132 - 4-7
43 - 8-10
36 - 11-15
8 - 16-30
8 - More than 30

19. If you have been absent, for what reason do you most often stay home?
31 - Babysitting
19 - Staying home with someone old
495 - Not feeling well
57 - No interest in school
53 - Visiting away from home
107 - Give any other reason that is not listed.

20. Do you attend class more often since you are in CVAE?
418 - Yes
54 - No
301 - Attend the same

21. How many times have you been sent to the office for doing something wrong this school year?
188 - 1 time
84 - 2 times
62 - 3 times
36 - 4 times
12 - 5 times
14 - 6 times
1 - 7 times
7 - 8 times
- 9 times
21 - 10 times
59 - More
173 - None
138 - Blank

22. Were you sent to the office more often before you entered the CVAE program?
287 - Yes
432 - No
5 - Same
6 - None

23. If you were not in CVAE, do you think you would be in school now?
576 - Yes
196 - No
2 - Maybe

24. Do you belong to a club for CVAE students?
429 - Yes
387 - No

If yes, what club?
204 - VOC
3 - FHA (Future Homemakers of America)
54 - HERO (Home Economics Related Occupations)
103 - CVAE club you belong to that is not listed

25. What do you like most about CVAE?

170 - Smaller classes
227 - More help from the teacher
272 - Working in groups
178 - Field trips
298 - Working at my own rate of speed
25 - Workbooks
42 - Reading
75 - List others

Former CVAE Student Questionnaires

With Distribution of Response

FORMER CVAE STUDENT

In School

1. Give the CVAE vocational course or courses you took in school. Give the grade you were in when you took the course.

VOE

Office Duplication

Agriculture

Farm & Ranch Mech. Repr. 9,10; 9,10; 9,10

Horticulture ______

Homemaking

Clothing Services ______

Commercial Lodging ______

Food Service 10; 10,11; 10,11; 11

Home & Community Service 9; 9

Home Furnishings 9

Other. Indicate: ______

Industrial

Building Maintenance ______

Commercial Display and Decorating ______

Cooperative Training 10; x

Construction Trades 8,9; 9,10,11; 10,11

Furniture Repair and Upholstery 9, 10

Mechanical Repair ______

Marine Repair ______

Metal Trades ______

2. How long were you enrolled in CVAE?
   1. 1 Semester
   2. 6 Semesters (3 yrs)
   3. 6 Semesters (3 yrs)
   4. 2 Semesters (1 yr)
   5. 4 Semesters (2 yrs)
   6. 6 Semesters (3 yrs)
   7. 4 Semesters (2 yrs)
   8. 2 Semesters (1 yr)
   9. 4 Semesters (2 yrs)
   10. 4 Semesters (2 yrs)
   11. 4 Semesters (2 yrs)

3. What personal improvements did you make as the result of CVAE courses?
   (a) 5 - Learned to get along with people better
   (b) 4 - Improved grooming and appearance
   (c) 7 - More interest in school
   (d) 8 - Better understanding of school work
   (e) 0 - Give other improvement not listed ______

   1. a, b, c, d
   2. d
   3. d
   4. a
   5. a, b, c
   6. c
   7. a, b, c, d
      e - Learn to do many things which helped after school was over for the year.
   8. a, b, c
      3 - Promotion

8. If you had not taken CVAE, do you think you would still be in school?
   1. Yes
   2. Yes
   3. Yes
   4. Yes
   5. No
   6. Yes
   7. Yes
   8. Yes
   9. Yes
   10. Yes
   11. Yes

9. Give suggestions you may have for changes in high school training that would help students to be better prepared for their jobs.

   Changes in academic programs:
   1. In academic programs you have to hurry with your credits and studies in order to stay in CVAE.
   2. Better to have been in regular classes or redemial(sic).
   3. Too easy.
   4. Blank
   5. In my opinion the teacher should teach mathematics and give tests about what their trade is.
   6. Blank
   7. Blank
   8. More time in classroom instruction.
   9. More subjects. Better books.
   10. More subjects.
   11. Blank

   Changes in job-training programs:
   1. Also when you are working for a long time you can also show your boss that you know the work.
   2. Blank
   3. Blank
   4. Blank
   5. As it is right now I think its all right.
   6. Blank
   7. Have the student do their own job.
   8. No
   9. A better equipped shop. Contest between CVAE classes in other schools.
   10. Better equipped shops.
   11. Blank

   Changes in methods of teaching:
   1. With what you learn in CVAE you can easily teach some else (sic).
   2. Blank
   3. Blank
   4. Blank

    5. In my opinion I think it should be the same.
    6. Blank
    7. Have them do just about everything with there (sic) own hand and let them think it out and do it there (sic) self when learning to build.
    8. No
    9. More than one shop teacher.
    10. Have more than one teacher.
    11. Blank

4. Give suggestions you have for ways your high school CVAE vocational training could have been more helpful to you.
    1. Blank
    2. None
    3. None
    4. Blank
    5. Blank
    6. Blank
    7. It was very helpful to me just the way it was for me when I was in it.
    8. To have more time in classroom to better understand way(s) of get(ting) better and to be promoted faster.
    9. More VOE subjects.
    10. More vocational subjects.
    11. A better understanding in my English course.

5. Would you advise high school students to go into CVAE programs?
    1. Yes
    2. Yes
    3. Yes
    4. Yes
    5. Yes
    6. Yes
    7. Yes
    8. Yes
    9. Yes
    10. Blank
    11. Yes

6. Did your CVAE academic classes help you to be more successful in regular classes? If yes, in what ways?
    1. Yes. In credits and to work while earning credits.
    2. No
    3. No
    4. Yes
    5. Yes. In the ways of mathematic which is used very often.
    6. Yes. Help me do better in mathematics.
    7. No
    8. Yes. CVAE help(ed) me better understand people the way they are so I got to know the teacher and so as a result I learn(ed).

7. Did your CVAE academic classes help you to be more successful on the job? If yes, in what ways?
   1. Yes. With better credit you can get a better job.
   2. Yes. Learn how to get along with people how to be a good employee.
   3. Yes
   4. Blank
   5. Yes
   6. Yes. Help me learn difference (sic) trades.
   7. Yes. Get along with your boss and working friends. The things I learned helped in my work during my job.
   8. Yes. Well I have a supervisors job, I got it for being there for a year and also for being the most understandable person.
   9. Yes. Better understanding of words, measurements, and others.
   10. Yes. By helping me using the tape so I could figure out feet and inches.
   11. No

FORMER CVAE STUDENT

Out of School

1. Did you graduate from high school? 1, 1, 1, 1, 1, 1 Yes _____No
   If no, why did you leave school? _____To work _____Expelled
   _____Pregnant _____Other. Indicate:
   ____

2. What job do you hold? With what business?
   1. Teacher's Aid ---------- Snyder Public School
   2. None ------------------ None
   3. None ------------------ None
   4. Sacker-Stocker --------- Kroger
   5. ATT. Jr. College ------- None
   6. Bus Boy---------------- Holiday Inn

3. How long have you worked in this job?
   1. 8 months
   2. None
   3. None
   4. 2 years
   5. None
   6. 2 years

4. What problems have you had with your job?
   1. None
   2. None
   3. None
   4. None
   5. None
   6. None

5. What job did you train for in high school?
   1. None really - we just went through and talk (sic) of different jobs.
   2. For business.
   3. Maid work
   4. Sack boy
   5. I worked at a service station
   6. Bus boy

6. Did you have on-the-job training in high school? If yes, name the business you worked in?
    1. Yes. ASCS - secretarial work (it wasn't really training)
    2. No.
    3. Yes. Beacon motor lodge
    4. Yes. Kroger
    5. Yes. Supermarket
    6. Yes. Holiday Inn

7. List the ways your high school CVAE vocational training has been helpful to you in your job:
    1. We talked better ways of beeing (sic) a good employee and better methods of work.
    2.
    3. it taught me to clean rooms better.
       it taught me to have respect for my employers.
    4. It helped me go to school and work part time to make advancement in my job.
    5. My teacher helped me realize I could do better in school.
    6. Undecided.

8. Give suggestions you have for ways your high school CVAE vocational training could have been more helpful to you.
    1. I needed more math studies.
    2.
    3.
    4. I don't know of any
    5.
    6. None

9. Would you advise high school students to go into CVAE programs? Give reasons:
    1. Yes. If a student needs to.
    2. Yes. I think that it help me in alot of things. I learned things that I didn't learn in regular classes.
    3. Yes. (1) Because it helps you to get a better job.
       (2) If you work in a cafe or motel it gives you more respect for the workers when you go on vacation because you know what they are going through.

4. Yes.
5. Yes. It will help the ones that think they having a hard time in school.
6. Yes.

10. Did your CVAE academic classes help you to be successful in your job? If yes, in what ways?
    1. We talked and practiced ways of talking, working and improving ourselves.
    2.
    3. Yes. (1) to give more respect to the workers of the cafe you go to the motels you stay in because you know what they are going through therefore you help to keep it neater.
    4. Maybe - They were easier and I was able to pass.
    5. No. Not much.
    6.

11. Give suggestions you may have for changes in high school training that would help students to be better prepared for their jobs:

    Changes in academic programs:
    1. Some students may not need it as much as I did but I needed more math studied.
    2. I think a student learns more if they drill on a subject more than they do now. I mean to really get to know what they are studying.
    3. None
    4. Maybe more classes.
    5.
    6. None

    Changes in job-training programs:
    1.
    2.
    3. None
    4.
    5.
    6. None

Changes in methods of teaching:

1. Some teachers are not qualified to teach at all. It depends on the teacher very much on how the students are and their attitude for sch.
2. I think that the teachers should make an effort to help all the students instead of the few that go to her desk for help. Some students get the idea that teachers could care less if they learned or not so they don't bother to have their work explained to them.
3. None
4.
5.
6. None

Discontinued Unit Questionnaire

With Distribution of Response

Discontinued Units

Units		Year Established	Year Discontinued	Reason
1	Clothing Service	1968	1970	Lack of interest on part of teacher as well as students
1	Building Trade (not financed at state expense)	1968	1970	
2*	Office Duplication	1965	1967	Lack of interest of students
1	GMR	Blank	1972	Drastic lack of interest
1	Home & Community	1967	1970	Reduction in enrollment
1	Construction	1967	1970	
1	Home & Community	1969	1970	"This school is a middle school so the program was moved to the neighboring high school where the need was greater and there were more students eligible to participate in it."
7*	Home & Community	1965	1972	"Too expensive to update to teachers specifications."
2	Mechanical Repair	1971	1972	"Expense of providing and maintaining the program for the small number of students involved."
2	Mechanical Repair	1971	1972	

*Same school

CVAE Vocational Teacher Questionnaires

Comparison of Successful and Failing Programs

CVAE Vocational Teacher

1. What is the size of your school system? Give the number of students.

Successful	Failing	
		Less than 350
2 ( )	1 ( )	350-699
2		700-1499
2	2	1500-2999
5	1	3000-4999
3		5000-9999
10		10,000 or more

2. Check the CVAE cluster you teach.

Successful	Failing	
Agriculture - 4.16%		
1 ( )	1 ( )	Farm and Ranch Mechanical Repair
0	0	Horticulture
Vocational Office Education - 4.16%		
1 ( )	0 ( )	Office Duplication
Homemaking - 25.00%		
1 ( )	0 ( )	Clothing Services
0	0	Commercial Lodging
0	0	Food Service
5	1	Home and Community Services
0	0	Home Furnishings
Industrial - 66.66%		
0 ( )	0 ( )	Building Maintenance
0	0	Commercial Display and Decoration
2	0	Cooperative Part-Time Training
6 (25.00)	0	Construction Trades
1	0	Furniture Repair and Upholstery
6 (25.00)	1	Mechanical Repair
0	0	Marine Repair
1	0	Metal Trades
0	0	Other

3. CVAE grades you teach.

Successful	Failing	
7 ( )	2 ( )	7
14	3	8
18	2	9
18	1	10
10	1	11
10	0	12

4. Indicate the number of classes you teach in each area.
Double period classes.

Successful	Failing	
1 ( )	0 ( )	1 CVAE vocational
17	4	2 CVAE vocational
0	0	1 CVAE academic
0	0	2 CVAE academic
0	0	3 CVAE academic
0	0	1 CVAE regular vocational
0	0	2 CVAE regular vocational
0	0	1 regular academic
0	0	2 regular academic
0	0	3 regular academic

5. In how many of your classes do you teach regular and CVAE students together?

Successful	Failing	
22 ( )	4 ( )	None
0	0	1
2	0	2
0	0	3
0	0	4
0	0	5

6. How many of your CVAE vocational classes contain more than 15 CVAE students?

Successful	Failing	
14 ( )	3 ( )	None
5	0	1
0	0	2
1	0	3
0	0	4
0	0	5

7. Indicate the location of your CVAE lab or shop.

Successful	Failing	
0 ( )	0 ( )	Elementary school
10	1	Junior high school
8	2	Senior high school
5	0	Vocational complex
1	0	Other

8. Does your location within the school complex isolate your CVAE students from the total student body?

Successful	Failing	
8 ( )	0 ( )	Yes
15	0	No

9. Do your students feel segregated from others in their age and peer group?

Successful	Failing	
2 ( )	2 ( )	Yes
2	3	No
1	0	Some

10. Is your CVAE lab or shop located with the regular vocational labs or shops?

Successful	Failing	
8 ( )	0 ( )	Yes
12	4	No

11. Is your present location satisfactory?

Successful	Failing	
19 ( )	2 ( )	Yes
4	2	No

If no, indicate a change in location that would better facilitate the needs of your students.

Successful	Failing	
0 ( )	3 ( )	In a CVAE complex with equipment

In the building with regular students

0 ( )	0 ( )	At their grade level
0	0	At their age level

12. Do your students have the opportunity to participate in school activities?

Successful	Failing	
24 ( )	4 ( )	Yes
0	0	No

If yes, what activities?

9 ( )	1 ( )	School publications
19	3	Sports

Assemblies

Successful	Failing	
20 ( )	2 ( )	Attend
17	2	Participate
3	0	Other

13. What is the total number of CVAE students you teach?

Successful	Failing
750 ( )	105 ( )

14. How many of them are failing to date?

Successful	Failing
57 (7.60)	2 (1.90)

15. How many of these failing are in class with regular students?

Successful	Failing
11 ( )	0 ( )

16. What percent absenteeism have you had in your CVAE classes this year?

Successful			Failing		
6 ( )	Answered with	1	1 ( )	Answered with	0.33
2	Answered with	3	1	Answered with	0.05
2	Answered with	4	1	Answered with	0.08
2	Answered with	5	1	Answered with	2.00
1	Answered with	6	.61	Average	
1	Answered with	8			
1	Answered with	10			
1	Answered with	12			
1	Answered with	15			
2	Answered with	20			
6.37	Average				

17. How many CVAE students have you had to send to the office for disciplinary action this year?

Successful	Failing
27 (3.60)	11 (10.47)

18. How many CVAE students have been suspended this year?

Successful	Failing
25 (3.33)	0 ( )

19. Do you teach both regular and CVAE classes?

Successful	Failing
1 ( )	0 ( )
23	4

If yes, what is the total number of regular students you teach? 106
How many of the regular students are failing? 8
What percent absenteeism do you have in your regular classes? 20%
How many of your regular students have you sent to the office? 10
How many of your regular students have been suspended this year? 0

Teacher Information

20. Check your teacher qualifications.

Successful	Failing	
Education		
13 ( )	1 ( )	High school graduate or equivalent
4	0	Two years completed college credit
11	4	College or university degree
Certification		
12	2	Provisional teaching certificate
2	0	Permit for special assignment
5	2	Professional teaching certificate

21. Is the CVAE course(s) you teach in the subject area in which you are certified?

Successful	Failing
21 ( )	4 ( )
4	0

22. How many years have you been teaching CVAE courses?

Successful	Failing	
5 ( )	0 ( )	1
10	2	2
7	1	3
0	0	4
1	0	5
1	1	6

23. Indicate your years of teaching experience before becoming a CVAE teacher.

Successful	Failing	
15 (62.5)	1 ( )	None
1	0	1
1	2	2

Successful	Failing	
2 ( )	0 ( )	3-4
1	1	5-9
3	0	10-19
1	0	20-29
0	0	30 or more

24. How many of these years of experience were in a subject area related to the CVAE course you teach?

Successful	Failing	
4 ( )	0 ( )	All
9	2	None
0	1	1
0	0	2
1	0	3-4
0	1	5-9
2	0	10-19
1	0	20-29
1	0	30 or more

25. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

Successful	Failing	
3 ( )	2 ( )	None
0	0	1
0	0	2
4	1	3-4
6	1	5-9
4	0	10-19
4	0	20-29
2	0	30 or more

26. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

Successful	Failing	
6 (17.00)	1 ( )	Public schools
1	0	Private schools
7	1	Armed services
16	2	Industry
5	1	Other. Indicate: College, mechanic, 4-H club, private home

27. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

Successful	Failing	
5 (12.19)	1 ( )	None
1	0	Special education
4	2	Remedial courses or basic classes
6	0	Specialized work with emphasis on learning difficulties
4	0	Work with students having severe discipline problems
3	0	Non-graded classes
4	0	Below grade level courses
8	1	Work with low income groups
6	1	Other. Identify: Mechanic, recreation lee advice lab

28. From what source were you assigned to teach CVAE?

Successful	Failing	
6 ( )	3 ( )	From regular teaching
17 (73.91)	1	Employed especially to teach CVAE
0	1	Other

29. By what method were you assigned to teach CVAE?

Successful	Failing	
17 (77.00)	2 ( )	Volunteered to teach CVAE
5	2	Assigned by the administrator
4	0	Other. Identify: CVAE coordinator

30. On what basis were you chosen to be a CVAE teacher?

Successful	Failing	
6 (15.38)	1 ( )	Because of availability
13	3	Had special skills for teaching CVAE
4	1	Had experience teaching students with learning disabilities
14	1	Had a deep desire to help students with learning and socio-economic disabilities
1	0	Because no one else would accept the assignment
0	0	Because teaching CVAE course's is on a rotation basis and it was my turn
1	0	Other

31. Do you now teach or have you ever taught regular classes:

Successful	Failing	
8 ( )	3 ( )	Yes
16	3	No

If yes, what do you prefer to teach?

1 ( )	10 ( )	CVAE courses
0	1	Regular courses

32. Do you find your CVAE teaching experience challenging and satisfying?

Successful	Failing	
23 (95.83)	3 ( )	Yes
1	1	No

33. What CVAE special training did you have before and since becoming a CVAE teacher?

Successful	Failing	
Before		
5 (26.00)	0 ( )	None
5	3	One required CVAE summer workshop
2	0	Local in-service CVAE training
2	0	CVAE workshop offered locally
1	0	One or more college courses designed for teaching students with special learning needs
4	0	College summer school CVAE courses
0	0	Other. Indicate: T & I
Since		
0 ( )	0 ( )	None
15	2	One required CVAE summer workshop
12	1	Local in-service CVAE training
7	1	CVAE workshop offered locally
11	0	One or more college courses designed for teaching students with special learning needs
12	3	College summer school CVAE courses
3	0	Other. Indicate: T & I
Further analysis		
Before		
7 (29.16)	0 ( )	No courses
5 (20.83)	3	One course
2 (8.33)	0	Two courses
2 (8.33)	0	Three courses
8 (33.33)	0	Did not answer
Since		
5 (20.83)	3 ( )	One course

Since

5 (20.83)	0 ( )	Two courses
4 (16.66)	1	Three courses
4 (16.66)	0	Four courses
2 (8.33)	0	Five fourses
3 (12.50)	0	Six courses

34. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

Successful	Failing	
20 ( )	3 ( )	Yes
3	1	No

35. Have you completed all the training required to be a CVAE teacher?

Successful	Failing	
13 ( )	3 ( )	Yes
8	1	No

36. Indicate areas in which you feel a need for additional training?

Successful	Failing	
5 ( )	1 ( )	No additional training needed
8	1	Student relationships and related problems (including motivation of students)
		Short training course especially for teaching CVAE in my subject area:
4	0	Teaching methods
6	1	Instructional materials
3	2	Operation of commercial equipment
1	0	Remedial reading
0	1	Other. Indicate: Equipment
7	1	Coordination of academic and vocational phases of CVAE
4	0	Understanding cultural differences of students
8	2	Instructional aids for CVAE students
2	1	Other. Indicate

37. How would you like to see this additional training handled?

Successful	Failing	
8 ( )	1 ( )	Area in-service training
5	0	Regional workshops
8	1	State workshops at local college
1	1	Other. Indicate

(Continued)

Special college courses:

Successful	Failing	
10 ( )	1 ( )	In summer
2	0	During academic year

Supervision

38. Does your school system have a Vocational/Director/Administrator?

Successful	Failing	
19 ( )	2 ( )	Yes
3	2	No

39. Check the title of your immediate CVAE supervisory administrator.

Successful	Failing	
0 ( )	0 ( )	Unknown
2	0	Superintendent
0	0	Ass't Superintendent
2	2	Principal
0	0	Ass't Principal
13	2	Vocational Director/Administrator
5	0	Vocational Supervisor
4	0	Vocational Counselor
1	0	Other

40. Indicate the average number of visits he makes to your CVAE classroom per semester.

Successful	Failing	
0 ( )	1 ( )	None
6	0	3
5	0	6
2	1	10
3	0	15
6	0	20
1	1	30
1	0	40 or more

41. To whom do you go most often for program support?

Successful	Failing	
0 ( )	0 ( )	No one
1	1	Superintendent
0	0	Ass't Superintendent
0	3	Principal
3	0	Ass't Principal
6	0	Vocational Counselor
11	1	Vocational Director/Administrator

Vocational Supervisor:

Successful	Failing	
0 ( )	0 ( )	Area
0	0	Local

Other CVAE teachers:

Successful	Failing	
3 ( )	1 ( )	Vocational
0	0	Academic
0	0	Other

42. Do you have the enthusiastic backing and support of your supervisor?

Successful	Failing	
22 ( )	3 ( )	Yes
0	0	No

43. Do you have the enthusiastic backing of your administrator?

Successful	Failing	
22 ( )	3 ( )	Yes
0	1	No

44. Check additional supervisory needs for a more effective CVAE program in your school.

On state level:

Successful	Failing	
7 ( )	1 ( )	Statewide coordinator of CVAE vocational and academic programs
12	3	CVAE vocational and academic specialist to give assistance to local programs
2	0	Other

On area level:

Successful	Failing	
6 ( )	1 ( )	Area coordinator of CVAE vocational and academic programs
3	0	CVAE academic consultant
16	3	CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas
0	0	Other

On local level:

Successful	Failing	
8 ( )	2 ( )	Coordinator of CVAE vocational and and academic programs
10	2	Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
3	0	Other

45. Indicate areas of need for personnel experiended and/or better informed about CVAE to assist with:

Successful	Failing	
2 ( )	0 ( )	Standardization of program guidelines in all divisions (One set of standards for CVAE that would apply to all divisions)
3	0	Implementation of existing guidelines
4	0	More realistic program guidelines
9	1	Curriculum guides for individual courses
15	2	Developing instructional materials geared especially for CVAE
8	1	Coordination of vocational and academic phases
7	0	Facility and funding problems
5	0	Financial problems
6	1	Workshops and/or in-service training
3	0	Other

46. Are counseling services available in your school?

Successful	Failing	
23 ( )	3 ( )	Yes
0	1	No

If yes: Are CVAE students routinely tested and/or interviewed by the counselor:

19 ( )	0 ( )	Yes
4	2	No

Estimate the percent of CVAE students who voluntarily use the counseling services:

6 ( )	0 ( )	Unknown
0	1	None
1	0	1-3%
4	0	4-6%
4	0	7-10%
1	0	11-15%
2	0	16-20%
4	0	More

What counselor do they see?

0 ( )	1 ( )	None
13	0	Vocational counselor
16	0	Regular counselor
1	0	Other

(Continued)

Are counseling services used in the selection and screening of CVAE students:

Successful	Failing	
12 ( )	1 ( )	Yes
2	0	No

Which of these counseling services are used to measure student development as a result of CVAE programs?

1 ( )	0 ( )	None
12	1	Personal interview
10	0	Achievement testing
5	0	Vocational testing
1	1	Other

Advisory Committe (Vocational only)

47. Do you have a CVAE advisory committee?

Successful	Failing	
18 ( )	3 ( )	Yes
3	1	No

If yes: How many members are on the committee?

0 ( )	0 ( )	1-2
0	2	3-4
7	1	5-6
3	1	7-8
0	0	9-10
0	0	More

How many times does this committe meet per year?

3 ( )	1 ( )	1
6	1	2
1	0	3
3	0	4
0	0	5
0	0	6
0	0	7

Do you meet with committee?

11 ( )	1 ( )	Yes
5	0	No

Does a school administrator (other than Vocational Director) meet with the committee:

Successful	Failing	
10 ( )	0 ( )	Yes
6	0	No

Give the functions of the advisory committee in your school:

5 ( )	0 ( )	Unknown
4	0	Advise students of job opportunities
12	1	Suggest ways to coordinate CVAE with community needs
3	0	Assist in exposing students to materials and equipment not available in school

Lend assistance in:

8 ( )	0 ( )	Determining training needs
2	0	Instructional requirements
8	0	Recommending instructional materials
6	0	Securing instructional materials
5	0	Promoting and publicizing programs
3	0	Reviewing and evaluating programs
0	0	Other

Is the advisory committe a helpful part of your CVAE program?

13 ( )	0 ( )	Yes
1	1	No
1	0	Unknown

Composition of Classes

48. Are CVAE students carefully screened and selected?

Successful	Failing	
17 ( )	2 ( )	Yes
6	1	No

49. Do you have students in your CVAE classes that you feel should be in special education?

Successful	Failing	
12 ( )	3 ( )	Yes
9	0	No

If yes, estimate the number of special education students you have in your CVAE classes.

4 ( )	0 ( )	None
2	0	1

Successful	Failing	
6 ( )	0 ( )	2
1	1	3
0	2	4
0	0	5
0	0	6
0	0	7
1	0	8
0	0	9
0	0	10
0	0	11
0	0	12 or more

50. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

Successful	Failing	
5 ( )	0 ( )	Yes
10	0	No

51. How many of these CVAE students have been identified as special education students?

Successful	Failing	
11 ( )	1 ( )	None
2	0	1
3	1	2
0	0	3
1	1	4
0	0	5
0	0	6
0	0	7
0	0	8
0	0	9
0	0	10
0	0	11
0	0	12 or more

52. Are special education students carefully screened and selected?

Successful	Failing	
14 ( )	3 ( )	Yes
4	1	No

53. From your experience should special education students be included in your CVAE courses?

Successful	Failing	
7 ( )	0 ( )	Yes
14	4	No

If no, why not?

Successful	Failing	
11 ( )	1 ( )	Too much supervision required
7	0	Too little eye-hand coordination
8	1	For safety reasons
7	1	Incapable of operating equipment
6	2	Too slow to learn, slows down class
7	3	Poor retention rate
3	0	Other. Indicate: Other students pick on them

54. Are the sexes separated in your CVAE classes?

Successful	Failing	
10	3	Yes
3	1	No
1	0	NA

55. What is the composition of your classes?

Successful	Failing	
14 ( )	2 ( )	Separated, all male
6	1	Separated, all female
3	1	Mixed, males and females
0	0	Both, some classes separated, some mixed

56. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated:

Successful	Failing	
5 ( )	0 ( )	Some subject matter is easier to cover
13	3	Their job interest and skills are different
7	2	Discipline problems are minimized
5	1	They work better separately
1	0	Other

No. Give reasons why they should be together:

4 ( )	1 ( )	For normal social development
2	0	They work better together
2	0	So CVAE classes will not be different from regular classes
2	0	Other

57. Give the number of students you have in each racial group:

Successful	Failing	
326 ( )	20 ( )	White
123	25	Black
252	27	Mexican-American
1	0	Indian
0	0	Other
702	105	Total number of CVAE students

Course Instruction

58. How do you determine the individual training needs of the CVAE students?

1 ( )	0 ( )	Psychological testing
4	0	Aptitude testing
6	0	Occupational aptitude testing
7	0	Teacher-made diagnostic tests
19	2	Student interest
15	2	Personal interview
22	4	Observation of student performance
0	0	Other

59. Do you develop your own course outline?

Successful	Failing	
24 ( )	3 ( )	Yes
0	0	No

60. In what area do you feel a need for assistance in course development?

Successful	Failing	
10 ( )	0	None
4	1	More definite guidelines and more realistic goals
6	1	Curriculum guidelines
3	1	Implementation of existing guidelines
1	0	Other. Indicate: Help from community

61. At what achievement level is your course content designed?

Successful	Failing	
3 ( )	0 ( )	Grade level the course is offered (9th, 10th, etc.)
6	2	Level of the class as a group
17	1	Level of each individual student
0	1	Other

62. Do you have access to adequate instructional materials for your students?

Successful	Failing	
19 ( )	1 ( )	Yes
9	2	No

63. Check areas in which you do not have adequate materials for your students at their achievement and interest level:

Successful	Failing	
7 ( )	2 ( )	Textbooks
7	3	Reference books
10	2	Audio-visual materials
6	1	Individual work units
2	1	Basic course outline
3	1	Technical library materials and manuals
4	1	Job analyses required skills
3	1	Materials related to job finding
2	0	On-the-job training for co-op students
0	0	Other

64. In what areas do you need additional CVAE units?

Successful	Failing	
7 ( )	1 ( )	None
8	0	Industrial
4	0	Homemaking
2	0	VOE
1	1	Agriculture
6	1	Co-op

Additional units not currently offered by TEA:

6 ( )	0 ( )	Paint and body repair
3	0	Cleaning and laundry
2	0	Leathercraft
4	0	Advanced specialized training
5	0	More programs
3	0	Other. Indicate: Auto mechanic, Business machines

65. Check the grade level in which additional units are needed for boys and girls in your school:

Successful	Failing	
Boys:		
6 ( )	0 ( )	7
7	0	8
6	1	9
5	1	10

(Continued)

Successful	Failing	
8 ( )	2 ( )	11
8	2	12
Girls:		
5 ( )	0 ( )	7
6	0	8
3	1	9
4	0	10
7	1	11
7	1	12

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

Successful	Failing	
Number of hours:		
3 ( )	0 ( )	None
4	1	1
3	0	2
4	1	3
0	0	4
3	2	5
2	0	6
0	0	7
1	0	8
1	0	9
1	0	10;11;12
Interval of time:		
18 ( )	3 ( )	Per week
0	0	Per 6 weeks
1	1	Per semester

67. Do you see a need for more coordination between the academic and vocational phases?

Successful	Failing	
2 ( )	19 ( )	Yes
5	1	No

If yes, how would you prefer to see additional coordination accomplished?

4 ( )	1 ( )	Specific time scheduled each day for coordination of subject matter
10	0	Conference each 6 weeks to coordinate course outlines
4	0	Coordination conference in the scheduled in-service meetings
0	1	Coordination conference to include CVAE administration, counselors and all other CVAE teachers

CVAE Vocational Teacher

Successful	Failing	
4 ( ))	1 ( )	CVAE consultant to aid in coordination of objectives and curriculum planning
8	1	Team teaching (academic and vocational teacher)
9	2	Coordinated curriculum guides and instructional materials
0	0	Other

68. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.

Successful	Failing	
0 ( )	0 ( )	No additional evaluative criteria
21	3	Attitude
18	2	Individual ability
7	1	Competition within the class
21	2	Performance, interest, attendance (as he would be evaluated on a job)
0	0	Other

69. Does your CVAE course represent one of the greater job demands in the labor market of your area?

Successful	Failing	
20 ( )	2 ( )	Yes
2	1	No

70. How is physical education for CVAE students handled at your school?

Successful	Failing	
17 ( )	3 ( )	In classes with regular students
Classes of CVAE students only:		
6 ( )	1 ( )	With P.E. teacher
1	0	With the CVAE teacher
No P.E. class for CVAE students:		
0	0	No available time for P.E.
0	0	No scheduled time for P.E.

71. Do your students belong to a CVAE related student organization?

Successful	Failing	
0 ( )	2 ( )	Yes
0	2	No

If yes, what group?

Successful	Failing	
11 ( )	1 ( )	VOC - Vocational Opportunity Club
1	0	FHA - Future Homemakers of America
3	1	HERO - Home Economics Related Occupations
2	0	Other

72. Based on your experience with CVAE students:
Do CVAE students attend class more often than they did before enrolling in CVAE?

Successful	Failing	
20 ( )	3 ( )	Yes
1	0	No
3	1	Do not know

Are there fewer discipline problems with students after their enrollment in CVAE?

Successful	Failing	
18 ( )	2 ( )	Yes
1	1	No
2	1	Do not know

73. Are counseling services used to measure progress of your CVAE students?

Successful	Failing	
18 ( )	0 ( )	Yes
6	3	No

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

Successful	Failing	
12 ( )	0 ( )	Personal interview
9	0	Achievement testing
7	0	Vocational testing
5	0	Individual testing
6	0	Intelligence testing
1	0	Personality inventory
1	0	Other

74. Do your shop or lab facilities meet the present division standards for your CVAE cluster as set up by TEA?

Successful	Failing	
10 ( )	2 ( )	Yes
11	1	No

75. Do you have up-to-date equipment comparable to that used in commercial establishments, that meets the present division standards for CVAE programs?

Successful	Failing	
13 ( )	2 ( )	Yes
5	2	No

76. Is this equipment kept in good repair?

Successful	Failing	
17 ( )	3 ( )	Yes
2	1	No

77. In what areas do you see improvement in your CVAE students? Use a value scale of 0 (no improvement) to 4 (great improvement)

Successful	Failing	
2.33	2.66	Academic achievement
3.04	3.00	Vocational achievement
3.00	2.00	Interest in preparing for a productive and rewarding future
3.20	3.00	Pride and self-confidence
2.25	1.66	Interest in school
2.65	2.00	Interest in fellow students
2.94	2.00	Gainful employment

78. What type of student(s) have you found unable to benefit under the present program?

Successful	Failing	
3 ( )	0 ( )	Academically unmotived student
8	1	The student whose emotional problems encumber his learning capabilities
13	3	Chronic absentee
8	1	The student whose intellectual and/or physical disabilities prevent his educational progress
6	0	Undisciplined and/or apathetic student
1	0	Other. Indicate: None

79. Do you feel that the CVAE program is effective in your school?

Successful	Failing	
24 ( )	3 ( )	Yes
0	0	No

80. What one thing do you feel would make the biggest improvement in your present program?

Successful	Failing	
8 ( )	1 ( )	Better and/or more correlation between academic and vocational courses
3	0	More individual instruction for students
1	0	More and/or better qualified teachers, counselors and administrators
4	0	Students leaving CVAE better prepared to fill wage-earning jobs
4	1	Better guidelines, equipment, materials and facilities
8	1	Continuation of CVAE at higher levels
5	1	Additional CVAE courses
4	0	Additional screening of CVAE students
0	1	Other.

CVAE Academic Teacher Questionnaires

Comparison of Successful and Failing Programs

CVAE ACADEMIC TEACHER

1. What is the size of your school system? Give the number of students.

Successful	Failing	
0 ( )	0 ( )	Less than 350
1	0	350-699
3	2	700-1499
0	3	1500-2999
6	2	3000-4999
3	0	5000-9999
2	2	10,000 or more

2. CVAE subject area(s) you teach.

Successful	Failing	
5 ( )	4 ( )	English
9	4	Mathematics
3	1	Science
4	1	Social Studies
1	0	Other: Academic

3. CVAE grade(s) you teach.

Successful	Failing	
5 ( )	2 ( )	7
9	5	8
10	3	9
10	1	10
6	1	11
5	1	12

4. How many of your classes contain CVAE students from more than one grade level?

Successful	Failing	
4 ( )	5 ( )	None
2	1	1
5	2	2
0	0	3
1	0	4
0	0	5
1	0	Did not answer

5. How many CVAE classes do you teach?

Successful	Failing	
2 ( )	5 ( )	1
3	3	2
1	1	3
2	0	4
3	0	5
2	0	6

In how many of your classes do you teach regular and CVAE students together?

Successful	Failing	
13 ( )	8 ( )	None
0	1	1
1	0	2
0	0	3
0	0	4
0	0	5

6. Do you teach all CVAE subjects in a self-contained classroom?

Successful	Failing	
8 ( )	3 ( )	Yes
4	3	No
0	2	Did not answer

7. Do you also teach regular classes?

Successful	Failing	
4 ( )	7 ( )	Yes
9	1	No

8. How many of your classes have more than 20 students?

Successful	Failing	
11 ( )	2 ( )	None
1	0	1
0	2	2
1	3	3
0	0	4
0	1	5

9. Indicate the location of your CVAE classroom.

Successful	Failing	
0 ( )	0 ( )	Elementary
4	3	Junior high school
0	2	Middle school
6	3	Senior high school

10. Does your location within the school complex isolate your CVAE students from the total student body?

Successful	Failing	
4 ( )	0 ( )	Yes
10	9	No
1	0	Did not answer

CVAE Academic Teacher

11. Do your students feel segregated from others in their age and peer group?

Successful	Failing	
5 ( )	3 ( )	Yes
11	6	No

12. Is your present location satisfactory?

Successful	Failing	
13 ( )	7 ( )	Yes
3	2	No

If no, indicate a change in location that would better facilitate the needs of your students:

2 ( )	0 ( )	In a CVAE complex

In the building with regular students:

0	0	At their grade level
0	0	At their age level

13. Do your students have the opportunity to participate in school activities?

Successful	Failing	
15 ( )	8 ( )	Yes
0	0	No
7	0	Did not answer

If yes, what activities?

3 ( )	3 ( )	School publications
15	6	Sports
4	0	Other: Socials, all; voct; did not answer

Assemblies:

12 ( )	4 ( )	Attend
12	4	Participate

14. What is the total number of CVAE students you teach?

Successful	Failing
622 ( )	208 ( )

15. How many of them are failing to date?

Successful	Failing
50 (8.03)	51 (24.51)

16. How many of these failing are in class with regular students?

Successful	Failing
10 (1.60)	0 ( )

17. What percent absenteeism have you had in your CVAE classes this year?

Successful		Failing	
1 ( )	Answered with 1	1 ( )	Answered with 2
1	Answered with 2	1	Answered with 5
1	Answered with 5	1	Answered with 6
2	Answered with 6	1	Answered with 11
1	Answered with 9	1	Answered with 12
3	Answered with 10	1	Answered with 20
2	Answered with 12	10.85	Average
7.54	Average		

18. How many CVAE students have you had to send to the office for disciplinary action this year?

Successful	Failing
22 (3.53)	31 (14.90)

19. How many CVAE students have been suspended this year?

Successful	Failing
30 (4.82)	0 ( )

20. Do you teach both regular and CVAE classes?

Successful	Failing	
6 ( )	8 ( )	Yes
9	1	No

If yes, what is the total number of regular students you teach?

Successful	Failing
506 ( )	764 ( )

If yes, how many of the regular students are failing?

58 (11.66)	105 (13.74)

If yes, what percent absenteeism do you have in your regular classes?

Successful		Failing	
1 ( )	Answered with 4	2 ( )	Answered with 4
1	Answered with 5	1	Answered with 5
1	Answered with 10	1	Answered with 6
1	Answered with 15	2	Answered with 9
8.5	Average	1	Answered with 10
		1	Answered with 20
		8.37	Average

How many of your regular students have you sent to the office?

Successful	Failing
4 (0.79)	16 (2.09)

How many of your regular students have been suspended this year?

1 (0.19)	6 (.78)

Teacher Information

21. Check your teacher qualifications.

Education:

Successful	Failing	
0 ( )	0 ( )	High school graduate or equivalent
0	0	Two years completed college credit
15	8	College or university degree
2	3	Professional teaching certificate
11	4	Provisional teaching certificate
1	1	Emergency teaching certificate
2	0	Permit for special assignment
1	0	Did not answer

22. Is the CVAE (course)s you teach in the subject area in which you are certified?

Successful	Failing	
12 ( )	8 ( )	Yes
3	0	No

23. How many years have you been teaching CVAE courses?

Successful	Failing	
3 ( )	5 ( )	1
8	2	2
3	1	3
1	0	4
0	0	5

24. Indicate your years of teaching experience before becoming a CVAE teacher.

Successful	Failing	
5 (33.00)	6 (67.00)	None
1	1	1
3	0	2
3	0	3-4
2	0	5-9
1	1	10-19
0	1	20-29
0	0	30 or more

25. How many of these years of experience were in a subject area related to the CVAE course you teach?

Successful	Failing	
4 ( )	2 ( )	All
4 (29.00)	5 (63.00)	None
1	0	1
2	0	2
1	0	3-4
1	0	5-9
1	1	10-19
0	0	20-29
0	0	30 or more

26. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

Successful	Failing	
9 (70.00)	8 ( )	None
1	0	1
1	0	2
1	1 (22.00)	3-4
1	0	5-9
0	0	10-19
0	0	20-29
0	0	30 or more
0	1	N/A

27. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

Successful	Failing	
8 ( )	2 ( )	Public schools
0	0	Private schools
2	0	Armed services
0	0	Industry
4		Other. Indicate: None; Insurance & Government; self-employed; job corps;
0	5	Other. Indicate: N/A; none; no experience

28. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

Successful	Failing	
3 (10.00)	5 (29.00)	None
1	0	Special education
4	3	Remedial courses or basic classes
3	0	Specialized work with emphasis on learning difficulties
6	3	Work with students having severe discipline problems
0	0	Non-graded classes
6	3	Below grade level courses
7	3	Work with low income groups
1	0	Other. Identify: Migrant class

29. From what source were you assigned to teach CVAE?

Successful	Failing	
9 ( )	8 ( )	From regular teaching
6 (40.00)	0	Employed especially to teach CVAE
0	1	Other. Identify: No source

30. By what method were you assigned to teach CVAE?

Successful	Failing	
5 ( )	1 ( )	Volunteered to teach CVAE
8	8	Assigned by the administrator
1	1	Other. Identify: Migrant

31. On what basis were you chosen to be a CVAE teacher?

Successful	Failing	
8 ( )	4 ( )	Because of availability
4	1	Had special skills for teaching CVAE
6	1	Had experience teaching students with learning disabilities
8	1	Had a deep desire to help students with learning and socio-economic disabilities
0	1	Because no one else would accept the assignment
0	0	Because teaching CVAE courses is on a rotation basis and it was my turn
2	0	Other. Indicate: Previous teacher whose position I took, taught CVAE mathematics.
0	3	Other. Indicate: Principal assigned it to me.

32. Do you now teach or have you ever taught regular classes?

Successful	Failing	
11 ( )	8 ( )	Yes
4	1	No

If yes, which do you prefer to teach?

Successful	Failing	
7 ( )	0 ( )	CVAE courses
3	7	Regular courses
1	0	Both
2	0	No preference

33. Do you find your CVAE teaching experience challenging and satisfying?

Successful	Failing	
14 ( )	5 (63.00)	Yes
1	3 (37.50)	No

34. What CVAE special training did you have before and since becoming a CVAE teacher?

Successful	Failing	
Before:		
5 ( )	7 ( )	None
0	0	One required CVAE summer workshop
0	0	Local in-service training
0	0	CVAE workshop offered locally
3	1	One or more college courses designed for teaching students with special learning needs
0	0	College summer school CVAE courses
1	0	Other. Identify: Taking 18 hrs Spanish
Since:		
2	7	None
2	0	One required CVAE summer workshop
5	0	Local in-service CVAE training
3	0	CVAE workshop offered locally
9	1	One or more college courses designed for teaching students with special learning needs
0	0	College summer school CVAE courses
1	1	Other. Identify: I had 2 pre-vocational classes in Junior high
1	0	Did not answer
Before:		
4	0	Did not answer

Successful	Failing	
Further analysis		
Before:		
5 ( )	7 ( )	No courses
4	1	One course
0	0	Two courses
0	0	Three courses
6	1	Did not answer
Since:		
2	7	No courses
5	1	One course
6	0	Two courses
1	0	Three courses
1	1	Did not answer

35. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

Successful	Failing	
8 ( )	4 ( )	Yes
8	5	No
1	0	Did not answer

36. Have you completed all the training required to be a CVAE teacher?

Successful	Failing	
8 ( )	3 ( )	Yes
6	3	No
1	1	Did not answer

37. Indicate areas in which you feel a need for additional training?

Successful	Failing	
1 ( )	2 ( )	No additional training needed
4	4	Student relationships and related problems (including motivation of students)
Short training course especially for teaching CVAE in my subject area:		
4 ( )	4 ( )	Teaching methods
7	6	Instructional materials
1	1	Operation of commercial equipment
7	3	Remedial reading
0	1	Other. Identify: Best way to teach his students 2nd and 3rd grade arithmetic
11	2	Coordination of academic and vocational phases of CVAE
0	2	Understanding cultural differences of students

Successful	Failing	
6 ( )	6 ( )	Instructional aids for CVAE students
1	0	Other

38. How would you like to see this additional training handled?

Successful	Failing	
8 ( )	2 ( )	Area in-service training
5	3	Regional workshops
1	0	State workshops at local college
0	1	Other: Indicate: None
2	0	Did not answer

Special college courses:

5 ( )	3 ( )	In summer
6	3	During academic year
0	1	Did not answer

Supervision

39. Does your school system have a Vocational Director/Administrator?

Successful	Failing	
13 ( )	6 ( )	Yes
1	2	No
2	0	Other. Identify: Unknown, principal

40. Check the title of your immediate CVAE supervisory administrator.

Successful	Failing	
1 ( )	2 ( )	Unknown
0	0	Superintendent
0	0	Ass't superintendent
2	4	Principal
3	0	Ass't principal
1	1	Vocational director/administrator
5	0	Vocational supervisor
4	1	Vocational counselor
0	0	Other

41. Indicate the average number of visits he makes to your CVAE classroom per semester.

Successful	Failing	
4 ( )	4 ( )	None
1	5	3
3	0	6
4	0	10
1	0	15
1	0	20
1	0	30
0	0	40 or more

42. To whom do you go most often for program support?

Successful	Failing	
1 ( )	2 ( )	No one
1	0	Superintendent
0	1	Ass't superintendent
7	6	Principal
4	0	Ass't principal
1	1	Vocational counselor
1	0	Vocational director/administrator

Vocational Supervisor:

Successful	Failing	
0 ( )	0 ( )	Area
2	0	Local

Other CVAE teachers:

4 ( )	0 ( )	Vocational
6	0	Academic
0	0	Other

43. Do you have the enthusiastic backing and support of your supervisor?

Successful	Failing	
12 ( )	6 ( )	Yes
1	0	No
11	1	Did not answer

44. Of your administrator?

Successful	Failing	
15 ( )	0 ( )	Yes
0	0	No

45. Check additional supervisory needs for a more effective CVAE program in your school.

Successful	Failing	
On area level:		
2 ( )	4 ( )	Area coordinator of CVAE vocational and academic programs
7	4	CVAE academic consultant
9	4	CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas
0	0	Other
1	0	Did not answer

CVAE Academic Teacher

Successful	Failing	
On local level:		
6 ( )	4 ( )	Coordinator of CVAE vocational and academic programs
9	6	Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
2	0	Other. Indicate: Vocational Supervisor
0	1	Did not answer
On state level:		
3 ( )	3 ( )	Statewide coordinator of CVAE vocational and academic programs
11	6	CVAE vocational and academic specialist to give assistance to local programs
1	0	Other
1	0	Did not answer

46. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

Successful	Failing	
4 ( )	1 ( )	Standardization of program guidelines in all divisions (One set of standards for CVAE and would apply to all divisions)
1	0	Implementation of existing guidelines
2	7	More realistic program guidelines
5	8	Curriculum guides for individual courses
11	6	Developing instructional materials geared especially for CVAE
9	4	Coordination of vocational and academic phases
5	2	Facility and funding problems
5	3	Financial problems
7	4	Workshops and/or in-service training
0	0	Other

Counseling Services

47. Are counseling services available in your school?

Successful	Failing	
15 ( )	9 ( )	Yes
0	0	No

If yes:

Are CVAE students routinely tested and/or interviewed by the counselor?

8 ( )	3 ( )	Yes
5	5	No
1	0	Did not answer

Estimate the percent of CVAE students who voluntarily use the counseling services.

6 ( )	6 ( )	Unknown
2	1	None
2	1	1-3%
0	0	4-6%
3	0	7-10%
0	0	11-15%
0	1	16-20%
1	0	More
1	0	Did not answer

What counselor do they see?

0 ( )	0 ( )	None
5	3	Vocational counselor
11	7	Regular counselor
0	0	Other

Are counseling services used in the selection and screening of CVAE students?

12 ( )	5 ( )	Yes
1	2	No

Which of these counseling services are used to measure student development as a result of CVAE programs?

1 ( )	1 ( )	None
3	2	Personal interview
8	6	Achievement testing
4	0	Vocational testing
3	2	Other. Indicate: Taken mainly because of their age; I don't know
1	0	Did not answer

Composition of Classes

49. Are CVAE students carefully screened and selected?

Successful	Failing	
8 ( )	4 ( )	Yes
7	3	No

50. Do you have students in your CVAE classes that you feel should be in special education?

Successful	Failing	
9 ( )	7 ( )	Yes
5	2	No

If yes, estimate the number of special education students you have in your CVAE classes.

0 ( )	1 ( )	None
3	2	1
3	3	2
1	1	3
3	0	4
0	0	5; 6; 7; 8; 9; 10; 11; 12 or more
3	0	Did not answer

51. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

Successful	Failing	
1 ( )	1 ( )	Yes
9	4	No

52. How many of these CVAE students have been identified as special education students?

Successful	Failing	
6 ( )	4 ( )	None
0	2	1
5	0	2
1	1	3
0	1	4
0	0	5;6;7;8;9;10;11;12 or more
3	0	Did not answer

53. Are special education students carefully screened and selected?

Successful	Failing	
7 ( )	8 ( )	Yes
2	1	No
2	0	Did not answer

54. From your experience should special education students be included in your CVAE courses?

Successful	Failing	
4 ( )	2 ( )	Yes
8	6	No

If no, why not?

5 ( )	2 ( )	Too much supervision required
2	0	Too little eye-hand coordination
2	0	For safety reasons
1	0	Incapable of operating equipment
7	4	Too slow to learn, slows down class
5	4	Poor retention rate
1	3	Other. Indicate: Need of individual attention; disrupting influence of fighting; attention span almost nil
4	0	Did not answer

55. Are the sexes separated in your CVAE classes?

Successful	Failing	
7 ( )	4 ( )	Yes
8	0	No
0	5	No In mathematics, English, & social studies, but yes in mechanical trades

56. What is the composition of your classes?

Successful	Failing	
6 ( )	3 ( )	Separated, all male
1	1	Separated, all female
6	5	Mixed males and females
3	0	Both, some classes separated, some mixed

57. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated.

Successful	Failure	
4 ( )	0 ( )	Some subject matter is easier to cover
2	1	Their job interest and skillls are different
5	0	Discipline problems are minimized
3	1	They work better separately
2	0	Other. Identify: Boys' ranch; the urge to show off is lessoned

No. Give reasons why they should be together.

Successful	Failure	
9 ( )	5 ( )	For normal social development
6	3	They work better together
5	7	So CVAE classes will not be different from regular classes
1	0	Other. Identify: Girls continue to add good influence on boys behavior

58. Give the number of students you have in each racial group.

Successful	Failure	
167	0	Black
70	0	White
352	0	Mexican-American
1	0	Indian
0	0	Other
590	0	Total number of CVAE students

Course Instruction

59. How do you determine the individual training needs of the CVAE students?

Successful	Failure	
0 ( )	0 ( )	Psychological testing
3	1	Aptitude testing
0	0	Occupational aptitude testing
4	2	Teacher-made diagnostic tests
11	2	Student interest
2	3	Personal interview
11	5	Observation of student performance
3	0	Other. Identify: Teacher evaluation of needs of student; Gates-McGinie Reading Test; Gates Reading Test

CVAE Academic Teacher

60. Do you develop your own course outline?

Successful	Failing	
12 ( )	8 ( )	Yes
0	1	No
1	0	Did not answer

61. In what area do you feel a need for assistance in course development?

Successful	Failing	
1 ( )	0 ( )	None
6	6	More definite guidelines and more realistic goals
4	3	Curriculum guidelines
3	0	Implementation of existing guidelines
5	2	Other. Indicate: Help from other teacher in similar field; Curriculum division for academic teachers; Indirect instruction; Implementation of materials; Implementation of materials
1	1	Did not answer

62. At what achievement level is your course content designed?

Successful	Failing	
0 ( )	1 ( )	Grade level the course is offered (9th, 10th, etc.
8	4	Level of the class as a group
6	4	Level of each individual student
1	0	Other. Indicate: Varied
1	0	Did not answer

63. Do you have access to adequate instructional materials for your students:

Successful	Failing	
10 ( )	2 ( )	Yes
3	6	No

64. Check areas in which you do not have adequate materials for your students at their achievement and interest level.

Successful	Failing	
7 ( )	5 ( )	Textbooks
0	3	Reference books
2	6	Audio-visual materials

Successful	Failing	
7 ( )	5 ( )	Individual work units
3	5	Basic course outline
2	3	Technical library materials and manuals
1	3	Job analyses required skills
2	3	Materials related to job finding
1	2	On-the-job training for co-op students
0	0	Other
1	0	Did not answer

65. In what areas do you need additional CVAE units?

Successful	Failing	
2 ( )	1 ( )	None
5	0	Industrial
3	4	Homemaking
0	0	VOE; Agriculture; Co-op

Additional units not currently offered by TEA:

3 ( )	1 ( )	Paint and body repair
2	2	Cleaning and laundry
1	2	Leathercraft
1	1	Advanced specialized training
4	1	More programs
1	1	Other. Indicate: Simple office practice, cosmotology & welding;
5	0	Did not answer

66. Check the grade levels in which additional units are needed for boys and girls in your school. Boys:

Successful	Failing	
4 ( )	1 ( )	7
4	3	8
1	1	9
2	1	10
4	1	11
4	1	12
1	0	None
5	1	Did not answer

Girls:

3 ( )	2 ( )	7
3	4	8
1	1	9
2	1	10
5	1	11

(Continued)

CVAE Academic Teacher

Successful	Failing	
5 ( )	1 ( )	12
1	0	None
0	1	Did not answer

Coordination

67. Indicate the time you actually spend coordinating academic and vocational subject matter? .

Successful	Failing	
Number of hours:		
2 ( )	2 ( )	None
3	2	1
3	2	2
2	1	3
0	0	4
1	0	5
2	1	6
0	0	7
0	1	8
0	0	9
1	0	10
0	0	11;12
Interval of time:		
9 ( )	4 ( )	Per week
2	0	Per 6 weeks
0	1	Per semester
2	0	Did not answer

68. Do you see a need for more coordination between the academic and vocational phases?

Successful	Failing	
12 ( )	7 ( )	Yes
2	1	No
0	1	Did not answer
If yes, how would you prefer to see additional coordination accomplished:		
2	0	Specific time scheduled each day for coordination of subject matter
4	3	Conference each 6 weeks to coordinate course outlines
0	2	Coordination conference in the scheduled in-service meetings

Successful	Failing	
5 ( )	2 ( )	Coordination conference to include CVAE administration, counselors and all other CVAE teachers
2	4	CVAE consultant to aid in coordination of objectives and curriculum planning
6	4	Team teaching (academic and vocational teacher)
7	4	Coordinated curriculum guides and instructional materials
1	0	Other. Indicate: Team teacher would be excellent;
0	1	Other. Indicate: I would not know
1	0	Did not answer

Evaluation

69. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.

Successful	Failing	
0 ( )	0 ( )	No additional evaluative criteria
14	5	Attitude
12	6	Individual ability
1	3	Competition within the class
10	2	Performance, interest, attendance (as he would be evaluated on a job)

70. What percent of your course is job related?

Successful			Failing		
1 ( )	Answered with	10	1 ( )	Answered with	0
1	Answered with	20	1	Answered with	0.04
2	Answered with	33	2	Answered with	5
2	Answered with	5			
2	Answered with	70			
1	Answered with	75			
1	Answered with	80			
2	Answered with	100			

71. How is the CVAE academic program handled in your school?

Successful	Failing	
0 ( )	1 ( )	CVAE students in classes with other students of comparable ability
7	3	In self-contained classroom, all subjects taught to CVAE students only

CVAE Academic Teacher

Successful	Failing	
1 ( )	1 ( )	CVAE students in regular classes with other students of varying capabilities
11	6	Classes set up for CVAE students only
0	1	No modified academic classes provided especially for CVAE students
1	0	Un-graded system
1	0	Other. Indicate: Modern academic classes provided especially for CVAE students

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?

Successful	Failing	
9 ( )	1 ( )	Yes
0	0	No
4	8	Do not know
1	0	Did not answer

Are there fewer discipline problems with students after their enrollment in CVAE?

Successful	Failing	
8 ( )	2 ( )	Yes
1	3	No
4	4	Do not know

73. Are counseling services used to measure progress of your CVAE students?

Successful	Failing	
10 ( )	4 ( )	Yes
4	6	No
0	1	Unknown

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

Successful	Failing	
5 ( )	2 ( )	Personal interview
9	1	Achievement testing
3	0	Vocational testing
4	1	Individual testing
5	0	Intelligence testing
4	0	Personality inventory
4	0	Other. Indicate: Special inventories; special inventory tests;
0	2	Other. Indicate: I do not know

CVAE Academic Teacher

74. In what areas do you see improvement in your CVAE students?
Use a value scale of 0 (no improvement) to 4 (great improvement)

Successful	Failing	
2.92( )	0 ( )	Academic achievement
3.08	0	Vocational achievement
2.61	0	Interest in preparing for a productive and rewarding fugure
3.07	0	Pride and self-confidence
2.58	0	Interest in school
1.84	0	Interest in fellow students
2.30	0	Gain employment
0.00	x	Other. Indicate: I can't really see any indication of improvement
x	0	Other. Indicate: Faculty Evaluation

75. What type of student(s) have you found unable to benefit under the present program?

Successful	Failing	
4 ( )	5 ( )	Academically unmotivated student
6	2	The student whose emotional problems encumber his learning capabilities
9	4	Chronic absentee
2	4	The student whose intellectual and/or disabilities prevent his educational progress
7	3	Undisciplined and/or apathetic student
0	1	Other

76. Do you feel that the CVAE program is effective in your school?

Successful	Failing	
14 ( )	2 ( )	Yes
0	2	No
0	2	Did not answer

77. What one thing do you feel would make the biggest improvement in your present program?

4 ( )	2 ( )	Better and/or more correlation between academic and vocational courses
5	5	More individual instruction for students
0	2	More and/or better qualified teachers, counselors and administrators
2	2	Students leaving CVAE better prepared to fill wage-earning jobs

CVAE Academic Teacher

Successful	Failing	
4 ( )	4 ( )	Better guidelines, equipment, materials and facilities must indicate more indirect instruction for student
3	3	Continuation of CVAE at higher levels
0	4	Additional CVAE courses
1	4	Additional screening of CVAE students
0	3	Other. Indicate: It should be if all really worked at it and we had an aide or something to help as I have 3 groups and could really have 4 if I could handle it alone.

Schools Visited By The Research Team

Randomly Selected Schools for Visitation

1. ANGELINA
    Huntington Junior High School
        Huntington

2. BASTROP
    Bastrop Junior High School
        Bastrop

3. BEE
    A.C. Jones High School
        Beeville

4. BEXAR
    Kingsborough Middle School
        Harlandale ISD
            San Antonio

5. O.W. Holmes High School
        North East ISD
            San Antonio

6. BOWIE
    New Boston Junior High School
        New Boston

7. BRAZORIA
    Columbia High School
        Columbia - Brazoria ISD
            West Columbia

8. CALDWELL
    Luling High School
        Luling

9. CASTRO
    Dimmit Junior High School
        Dimmit

10. Dimmit High School
        Dimmitt

11. COLLIN
    Plano High School
        Plano

12. DALLAS
    DeWitt Perry Junior High School
        Carollton

13. Dallas Vocational High School
        Dallas

14. Kimble High School
        Dallas

15. Samuell High School
        Dallas

16. Spence Junior High School
        Dallas

17. HEREFORD
    Hereford High School
        Hereford

18. DEWITT
    Yorktown Junior High School
        Yorktown

19. ELLIS
    Waxahachie High School
        Waxahachie

20. EL PASO
    Irvin High School
        El Paso

21. Ross Junior High School
        El Paso

22. FAYETTE
    Flatonia High School
        Flatonia

23. FORT BEND
    Dulles High School
        Fort Bend ISD
            Stafford

24. GALVESTON
Lovenberg Junior High School
Galveston

25. La Marque High School
La Marque

26. GONZALES
Waelder High School
Waelder

27. HALE
Abernathy High School
Abernathy

28. HARRIS
Deer Park High School
Deer Park

29. Davis High School
Houston

30. Furr High School
Houston

31. Houston High School
Houston

32. Lamar High School
Houston

33. Milby High School
Houston

34. Wheatley High School
Houston

35. Yates High School
Houston

36. Ryan Junior High School
Houston

37. Pasadena High School
Pasadena

38. Tomball High School
Tomball

39. HARRISON
Pemberton High School
Marshall

40. HIDALGO
Edcouch - Elsa Junior High School
Edcouch - Elsa ISD
Edcouch

41. Weslaco Vocational High School
Weslaco

42. HILL
Whitney High School
Whitney

43. HOUSTON
Grapeland Junior High School
Grapeland

44. HOWARD
Coahoma Junior High School
Coahoma

45. HIM HOGG
Hebbronville Junior High School
Hebbronville

46. LAMAR
Paris High School
Paris

47. LIBERTY
Liberty Junior High School
Liberty

48. LIVE OAK
Three Rivers High School
Three Rivers

49. George West High School
George West

50. MCLENNAN
Jefferson-Moore High School
Waco

51. University Junior High School
Waco

52. West Junior High School
Waco

53. MIDLAND
Edison Freshman School
Midland

54. Goddard Junior High School
Midland

55. San Jacinto Junior High School
Midland

56. MORRIS
Daingerfield High School
Daingerfield

57. NUECES
Moody High School
Corpus Christi

58. Martin Junior High School
Corpus Christi

59. Seale Junior High School
Corpus Christi

60. OLDHAM
Boys Ranch High School
Boys Ranch

61. PARMER
Friona High School
Friona

62. POLK
Corrigan - Camden High School
Corrigan - Camden ISD
Corrigan

63. SAN SABA
San Saba High School
San Saba

64. SCURRY
Snyder High School
Snyder

65. SMITH
Lindale High School
Lindale

66. STARR
Ringgold Elementary
Rio Grande City

67. TARRANT
Boswell High School
Eagle-Mountain-Saginaw ISD
Saginaw

68. Brewer High School
Ft. Worth

69. TERRY
Brownfield Junior High School
Brownfield

70. TOM GREEN
Lincoln Junior High School
San Angelo

71. TRAVIS
Reagan High School
Austin

72. WEBB
United Intermediate School
United Consolidated ISD
Laredo

73. WHARTON
El Campo High School
El Campo

74. WILLACY
Ramondville High School
Ramondville

75. WILSON
Floresville Junior High School
Floresville

CROSS REFERENCES

FROM

ADMINISTRATOR QUESTIONNAIRE

Questions: 2 & 5 - Title of Supervisor - Vocational Director

2 & 6 - Title of Supervisor - One Phase Supervisor

2 & 12 - Title of Supervisor - Visits (Academic and Vocational)

Administrator

. (Across) As the direct supervisor of your schools CVAE program, what is your title:
. (Down) What phase of the CVAE program do you supervise?

	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Supv.	Voc. Coun.	Voc. Dir.	Other
oth	7 (77.78)	1 (100.00)	76 (88.37)	5 (71.43)		13 (65.00)	13 (29.55)	5 (71.43)
ocational	2 (22.22)		5 (5.81)		1 (100.00)	7 (35.00)	31 (70.45)	1 (14.29)
cademic			5 (5.81)	2 (28.57)				1 (14.29)

Administrator

2. (Across) As the direct supervisor of your schools CVAE program, what is your title?
6. (Down) If you supervise only one phase, what is the title of the supervisor for the other phase?

01 (Supt)
02 (Ass't Supt)
03 (Prin)
04 (Ass't Prin)
05 (Voc. Supv)
06 (Voc. Coun)
07 (Voc. Dir./Adm)
08 (Other)

	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Supv.	Voc. Coun.	Voc. Dir.	Other
01	1 (33.33)		1 (8.33)					
02							2 (5.88)	
03	2 (66.67)		3 (25.00)			8 (88.89)	26 (76.47)	3 (75.00)
04							2 (5.88)	
05			1 (8.33)	1 (33.33)				
06			1 (8.33)	1 (33.33)				1 (25.00)
07			6 (50.00)	1 (33.33)		1 (11.11)	3 (8.82)	
08					1 (100.00)		1 (2.94)	

Administrator

2. (Across) As the direct supervisor of your schools CVAE program, what is your title?
12A &B(Down) What is your average number of vists to each CVAE unit per semester for supervisory purposes?

Voc.	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Supv.	Voc. Coun.	Voc. Dir.	Other
0	0	0	1 (1.20)	0	0	1 (6.25)	0	0
3	0	1 (1.00)	14 (16.86)	0	0	4 (25.00)	0	1 (14.28)
6	2 (25.00)	0	12 (14.45)	1 (16.66)	1 (100.00)	0	5 (11.11)	2 (28.56)
10	3 (37.50)	0	23 (27.71)	2 (33.33)	0	2 (12.50)	8 (17.77)	2 (28.56)
15	0	0	12 (14.45)	1 (16.66)	0	1 (6.25)	7 (15.55)	0
20	1 (12.50)	0	7 (8.43)	1 (16.66)	0	2 (12.50)	6 (13.33)	1 (14.28)
30	1 (12.50)	0	2 (2.40)	1 (16.66)	0	2 (12.50)	4 (8.88)	1 (14.28)
40	0	0	5 (6.02)	0	0	2 (12.50)	6 (13.33)	0
More	1 (12.50)	0	7 (8.43)	0	0	2 (12.50)	9 (20.00)	0
Aca.								
0						3 (21.42)	6 (18.18)	1 (16.66)
3	1 (24.28)	1 (100.00)	17 (28.81)	0	0	2 (14.28)	8 (24.24)	1 (16.66)
6	2 (28.57)	0	14 (23.72)	2 (28.57)	0	1 (7.14)	6 (18.18)	4 (66.66)
10	2 (28.57)	0	12 (20.33)	2 (28.57)	0	2 (14.28)	1 (3.03)	0
15	1 (14.28)	0	6 (10.16)	1 (14.28)	0	3 (21.42)	3 (9.09)	0
20	1 (14.28)	0	10 (16.94)	1 (14.28)	0	0	3 (9.09)	0
30	0	0	1 (1.69)	1 (14.28)	0	2 (14.28)	2 (6.06)	0
40			4 (6.77)				4 (12.12)	
More			4 (6.77)			1 (7.14)		

Random Sample From Administrative Questionnaires

Questions 37, 38, 39

Percent of Students Who Have Completed CVAE:

Still in School	Graduated	Dropped Out	Return to Regular
87%	10%	3%	---
85%	NA	15%	---
---	40%	60%	---
21%	---	1%	---
85%	0%	15%	---
40%	30%	30%	---
0%	75%	25%	---
60%	30%	10%	---

Reason for Dropouts:

Employed	Pregnant	Expelled	Unknown	Other
50%	10%	10%	40%	---
10%	---	---	5%	---
50%	---	---	10%	---
---	---	---	---	1%
10%	---	6%	---	---
60%	20%	---	10%	60%
5%	---	5%	15%	---
15%	---	---	85%	---

Completing CVAE - Continued Success:

Regular Academic	Regular Vocational	Find Jobs
80%	90%	90%
---	75%	10%
10%	40%	50%
21%	21%	---
10%	20%	---
20%	60%	20%
75%	25%	---
10%	20%	20%
32.3 avg	43.9 avg	38.0 avg

Administrators of Successful Programs

Questions 37, 38, 39

Percent of Students Who Have Completed CVAE:

Still in School	Graduated	Dropped Out	Dropout Return to Regular
96	0	4	-
95	5	0	-
90	10	2	-
75	0	-	25
100	0	0	-
75	0	5	20
90	5	5	-

Reason for Dropouts:

Employed	Pregnant	Expelled	Unknown	Other
4	-	-	-	
5	4	-	16	
5	-	-	1	1 Graduated

Completing CVAE - Continued Success:

Regular Academic	Regular Vocational	Find Jobs
90	50	100
30	50	20
100	-	-
80	90	4
20	60	90
15	10	-
-	-	100
55.8 avg	52 avg	62.8 avg

CROSS REFERENCE
FROM
VOCATIONAL QUESTIONNAIRE

Questions: 8-9 - Student Isolation - Segregation

16-6 - Absenteeism - More than 15 Students

16-22 - Absenteeism - CVAE Experience

16-23 - Absenteeism - Teaching Experience

38-39 - Vocational Director - Title of Supervisor

39-40 - Title of Supervisor - Visits

39-41 - Title of Supervisor - Support

47F-47E - Advisory Committee:
Helpful - Functions

55-56A - Composition of Classes -
55-56B - Separation, Yes - No

64A-65A - Additional CVAE Units -
64A-65B - Grades, Boys & Girls

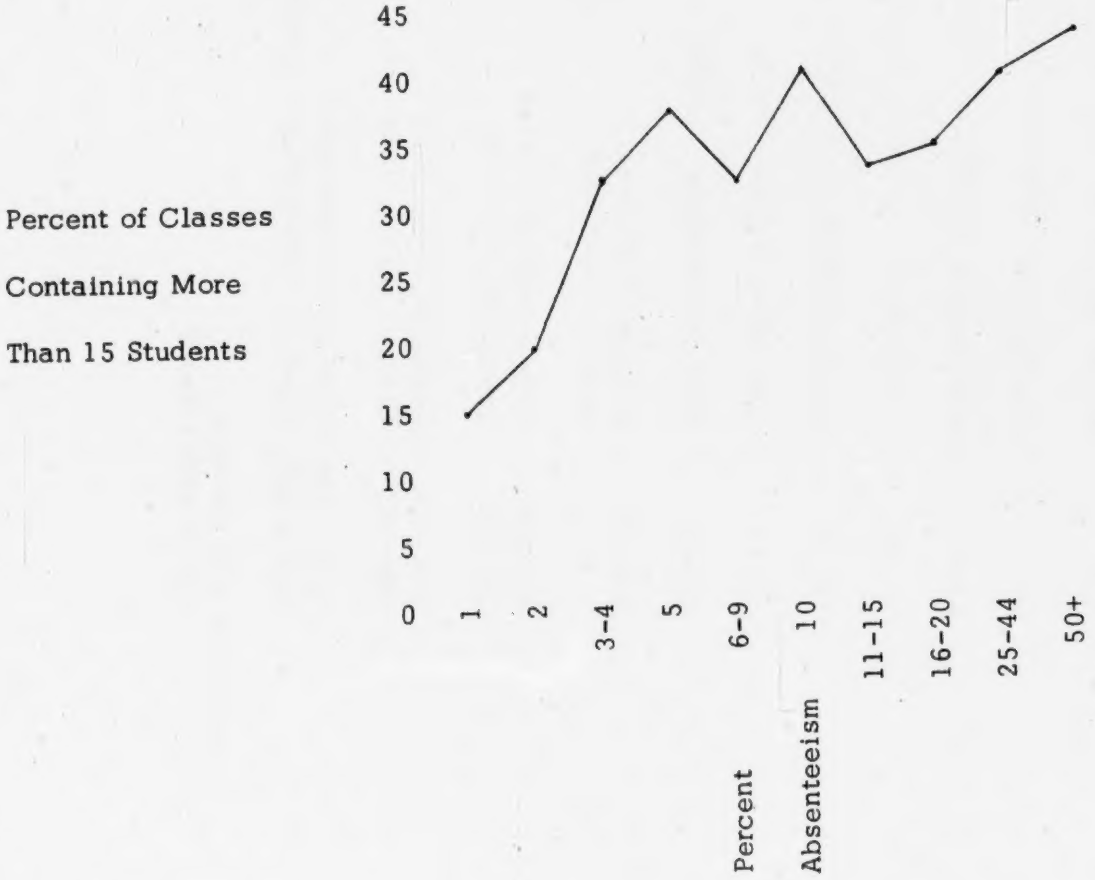
67A & 66A - Time for Coordination
66B & 66A - Need for Coordination - Interval of Time

Comparison of Questions:
13-18 with 19A-19E

Vocational

16. What percent absenteeism have you had in your CVAE classes this year?

6. How many of your CVAE vocational classes contain more than 15 CVAE students?



Vocational

16. What percent absenteeism have you had in your CVAE classes this year?
22. How many years have you been teaching CVAE courses?

Number Teachers:	Teaching Experience:				
	1 Year	2 Years	3 Years	4 Years	5 Years
205= 1-10%	24%	28%	26%	08%	14%
30=11-20%	23%	43%	10%	03%	20%
9=21-30%	22%	11%	0%	22%	44%

Vocational

16. What percent absenteeism have you had in your CVAE classes this year?
23. Indicate your years of teaching experience before becoming a CVAE teacher.

Number Teachers:	Teaching Experience:							
	None	1 Year	2 Years	3-4 Years	5-9 Years	10-19 Years	20-29 Years	30+ Years
218= 1-10%	49%	07%	05%	08%	10%	15%	04%	
32=11-20%	31%	03%	09%	12%	16%	25%	03%	
9+21-30%	0%	44%			22%	22%	11%	

Vocational

38. (Across the top) Does your school system have a Vocational Director/ Administrator?

39. (Down the side) Check the title of your immediate CVAE supervisory administrator.

	Yes	No
Unknown	5 (1.94)	2 (3.08)
Superintendent	5 (1.94)	9 (13.85)
Assistant Superintendent	10 (3.88)	4 (6.15)
Principal	41 (15.89)	31 (47.69)
Assistant Principal	1 (.39)	3 (4.62)
Vocational Director	139 (53.88)	
Vocational Supervisor	41 (15.89)	5 (7.69)
Vocational Counselor	12 (4.65)	9 (13.85)
Other	4 (1.55)	2 (3.08)

8. Does your location isolate students? (Across)

9. Do your students feel segregated from others? (Down the side)

	Yes	No
Yes	12 (16.22)	20 (7.91)
No	62 (83.78)	233 (92.09)

Vocational

39. (Across the top) Does your school system have a Vocational Director/Administrator?
40. (Down the side) Indicate the average number of visits he makes to your CVAE classroom per semester.

	Unknown	Supt.	Asst. Supt.	Prin.	Asst. Prin.	Voc. Dir.	Voc. Supv.	Voc.Coun.	Other
0	6 (85.71)			4 (5.63)		10 (7.52)	5 (11.36)	2 (8.70)	
3	1 (14.29)	4 (25.00)	3 (20.00)	12 (16.90)	2 (50.00)	28 (21.05)	14 (31.82)	5 (21.74)	1 (20.00)
6		1 (6.25)	3 (20.00)	16 (22.54)	1 (25.00)	16 (12.03)	7 (15.91)	2 (8.70)	1 (20.00)
10		4 (25.00)	5 (33.33)	12 (16.90)		22 (16.54)	3 (6.82)	2 (8.70)	
15		4 (25.00)	2 (13.33)	8 (11.27)		19 (14.29)	6 (13.64)	2 (8.70)	1 (20.00)
20		1 (6.25)		10 (14.08)		15 (11.28)	4 (9.09)	3 (13.04)	1 (20.00)
30			1 (6.67)	4 (5.63)	1 (25.00)	4 (3.01)	2 (4.55)	3 (13.04)	1 (20.00)
40+		2 (12.50)	1 (6.67)	5 (7.04)		19 (14.29)	3 (6.82)	4 (17.39)	

Vocational

39. (Across) Check the title of your immediate CVAE supervisory administrator.
41. (Down) To whom do you go most often for program support?

01 (No one)	04 (Prin.)	07 (Voc. Dir./Adm.	10 (CVAE Teacher Voc.)
02 (Supt.)	05 (Ass't Prin.)	08 (Voc. Area Supv.)	11 (CVAE Teacher Aca.)
03 (Ass't Supt.)	06 (Voc. Coun.)	09 (Voc. Local Supv.)	12 (Other)

	Unknown	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Dir.	Voc. Supv.	Voc.Coun.	Other
01	1 (14.29)	1 (6.25)		1 (1.35)		3 (2.14)		1 (4.76)	
02		11 (68.75)		10 (13.51)	1 (25.00)	1 (.71)	1 (2.17)		
03			7 (43.75)	1 (1.35)		1 (.71)	1 (2.17)	1 (4.76)	1 (16.67)
04	2 (28.57)	4 (25.00)	6 (37.50)	49 (66.22)		36 (25.71)	17 (36.96	3 (14.29)	
05			1 (6.25)	1 (1.35)	2 (50.00)	4 (2.86)	1 (2.17)	1 (4.76)	
06			1 (6.25)	1 (1.35)		13 (9.29)	4 (8.70)	13 (61.90)	
07			1 (6.25)	6 (8.11)		74 (52.86)	7 (15.22)		2 (33.33)
08							2 (4.35)		
09						3 (2.14)	9 (19.57)		
10	4 (57.14)			1 (1.35)		3 (2.14)	1 (2.17)	1 (4.76)	1 (16.67)
11				4 (5.41)		1 (.71)	1 (2.17)	1 (4.76)	
12					1 (25.00)	1 (.71)	2 (4.35)		2 (33.33)

Vocational

47F. (Across) Is the advisory committee a helpful part of your CVAE program?
47E. (Down) Give the functions of the advisory committe in your school.

	Yes		No	
Unknown	6	1.48	16	32.00
Advise students of job opportunities	43	10.62		
Suggest ways to coordinate CVAE with community needs	93	22.96	13	26.00
Assist in exposing students to materials and equipment not available in school	44	10.86	1	2.00
Determining training needs	59	14.57	5	10.00
Instructional requirements	24	5.93		
Recommending instructional materials	24	5.93	2	4.00
Promoting and publicizing programs	35	8.64	2	4.00
Reviewing and evaluating programs	44	10.86	5	10.00
Other. Indicate	33	8.15	4	8.00
			2	4.00

Vocational

55. (Across) What is the composition of your classes?
56A. (Down) Should the sexes be separated? Yes. Give reasons why they should be separated.

	Male		Female		Mixed		Both	
Some subject matter is easier to cover	20	7.38	31	24.80	1	12.50		
Their job interest and skills are different	133	49.08	37	29.60	2	25.00	6	66.67
Discipline problems are minimized	66	24.35	30	24.00		37.50	3	33.33
They work better separately	44	16.24	26	20.80		25.00		
Other. Identify	8	2.95	1	.80				

Vocational

55. (Across) What is the composition of your classes?
56B. (Down) No. Give reasons why they should be together.

	Male		Female		Mixed		Both	
For normal social development	10	43.48	7	31.82	62	45.59	7	43.75
They work better together	1	4.35	1	4.55	27	19.85	3	18.75
So CVAE classes will not be different from regular classes	7	30.43	10	45.45	45	33.09	6	37.50
Other. Identify	5	21.74	4	18.18	2	1.47		

Vocational

67. Do you see a need for more coordination between the academic and vocational phase?
If yes, how would you prefer to see additional coordination accomplished?

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

Coordination:	Per Week		Per 6 Weeks		Per 6 Weeks		Need For More Coordination: Yes	No
1-3 hours	101	29.19	16	4.62	8	2.31	34.31	4.39
4-6 hours	50	14.45	4	1.15	3	.86	14.07	4.69
7-9 hours	14	4.04	1	.28	3	.86	4.69	1.17
10-12 hours	17	4.91	1	.28	3	.86	4.98	3.81

Comparison of Vocational Questions 13-18 with 19A-19E

Vocational teachers answered the following questions about their CVAE and regular classes.

> What is the total number of CVAE students you teach?
>
> How many of them are failing to date?
>
> How many of these failing are in class with regular students?
>
> What percent absenteeism have you had in your CVAE classes this year?
>
> How many CVAE students have you had to send to the office for disciplinary action this year?

Results of the comparison of information relating to regular and CVAE classes.

Absenteeism:

14 teacher (43%) had more absenteeism in CVAE classes, averaging 9.14% more.

4 teachers* (12%) had less absenteeism in CVAE classes, averaging 4.5% less.

15 teachers (45%) reported absenteeism the same in both classes.

Overall, vocational teachers reported 3.33% more absenteeism in CVAE.

Discipline:

17 teachers (52%) had more discipline problems in CVAE classes, averaging 13.12% more.

4 teachers (12%) had fewer discipline problems in CVAE classes, averaging 4.5% less.

Discipline:(Cont)

12 teachers (36%) reported discipline problems the same in both classes.

Overall, vocational teachers reported 5.48% more discipline problems in CVAE classes.

Suspension:

13 teachers (45%) had more suspensions from CVAE classes, averaging 7.07% more.

4 teachers* (12%) had fewer suspensions from CVAE classes, averaging 12.75% less.

14 teachers (43%) reported suspensions the same for both classes.

Overall, vocational teachers reported 1.67% more suspensions from CVAE classes.

Failures:

11 teachers (33%) had more failures in CVAE classes, averaging 12% more.

19 teachers (58%) had fewer failures in CVAE classes, averaging 10.26% less.

3 teachers (9%) reported failures the same in both classes

Overall, vocational teachers reported 1.10% fewer failures in CVAE classes.

*The four teachers reporting fewer absentees, discipline problems, and suspensions are not the same teachers.

CROSS REFERENCES FROM ACADEMIC QUESTIONNAIRE

Questions: 17-23 - Absenteeism - CVAE Experience

17-24 - Absenteeism - Teaching Experience

39-40 - Vocational Director - Title of Supervisor

40-41 - Title of Supervisor - Visits

40-42 - Title of Supervisor - Support

56-57A - Composition of Classes -
56-57B - Separation, Yes - No

65A-66A - Additional CVAE Units
65A-66B - Grades, Boys & Girls

68A-67A - Time for Coordination -
67B-67A - Need for Coordination - Interval of Time

Comparison of Questions:
14 & 15 with 2, 4, 5A & B, 8 & 9

14-19 with 20A-20E

Academic

17. What percent absenteeism have you had in your CVAE classes this year?
23. How many years have you been teaching CVAE courses?

Number Teachers:	Teaching Experience:				
	1 Year	2 Years	3 Years	4 Years	5 Years
178= 1-10%	39%	25%	21%	07%	08%
51=11-20%	47%	20%	22%	04%	08%
18=21-30%	39%	28%	11%	06%	17%

Academic

17. What percent absenteeism have you had in your CVAE classes this year?
24. Indicate your years of teaching experience before becoming a CVAE teacher.

Number Teachers:	Teaching Experience:							
	None	1 Year	2 Years	3-4 Years	5-9 Years	10-19 Years	20-29 Years	30+Years
183= 1-10%	23%	10%	11%	08%	20%	16%	08%	02%
54=11-20%	27%	09%	09%	16%	16%=	15%	06%	
17=21-30%	24%	06%	06%	12%	12%	29%	12%	

39. (Across) Does your school system have a Vocational Director/Administrator?
40. (Down) Check the title of your immediate CVAE supervisory administrator.

	Yes	No
Unknown	18 (5.73)	12 (16.67)
Superintendent	6 (1.91)	5 (6.94)
Assistant Superintendent	9 (2.87)	
Principal	89 (28.34)	49 (68.06)
Assistant Principal	11 (3.50)	4 (5.56)
Vocational Director	88 (28.03)	
Vocational Supervisor	39 (12.42)	1 (1.39)
Vocational Counselor	42 (13.38)	1 (1.39)
Other	12 (3.82)	

Academic

40. (Across) Check the title of your immediate CVAE supervisory administrator.
41. (Down) Indicate the average number of visits he makes to your CVAE classroom per semester.

	Unknown	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Dir.	Voc. Supv.	Voc. Coun.	Other
0	31 (96.88)	1 (11.11)	2 (22.22)	43 (31.85)	5 (35.71)	39 (52.70)	19 (52.78)	13 (43.33)	4 (40.00)
3	1 (3.13)	4 (44.44)	2 (22.22)	50 (37.04)	3 (21.43)	23 (31.08)	8 (22.22)	11 (36.67)	2 (20.00)
6		3 (33.33)	5 (55.56)	18 (13.33)	4 (28.57)	3 (4.05)	5 (13.89)	2 (6.67)	2 (20.00)
10				6 (4.44)	1 (7.14)	6 (8.11)	2 (5.56)	2 (6.67)	2 (20.00)
15				4 (2.96)	1 (7.14)			1 (3.33)	
20				11 (8.15)			1 (2.78)		
30				1 (.74)		1 (1.35)	1 (2.78)		
40+		1 (11.11)		2 (1.48)		2 (2.70)		1 (3.33)	

Academic

40. (Across) Check the title of your immediate CVAE supervisory administrator.
42. (Down) To whom do you go most often for support?

01 (No one)
02 (Supt.)
03 (Ass't Supt.)
04 (Prin.)
05 (Ass't Prin.)
06 (Voc. Coun.)
07 (Voc. Dir./Adm.)
08 (Voc. Area Supv.)
09 (Voc. Local Supv.)
10 (CVAE Teacher Voc.)
11 (CVAE Teacher Aca.)
12 (Other)

	Unknown	Supt.	Ass't Supt.	Prin.	Ass't Prin.	Voc. Dir.	Voc. Supv.	Voc.Coun.	Other
01	12 (26.67)	2 (11.11)		14 (7.33)		4 (3.39)	4 (7.14)	6 (13.95)	3 (15.00
02	1 (2.22)	6 (33.33)		2 (1.05)		1 (.85)	1 (1.79)		
03			1 (8.33)	1 (.52)	1 (3.45)	3 (2.54)			
04	7 (15.56)	5 (27.78)	5 (41.67)	88 (46.07)	1 (3.45)	22 (18.64)	16 (28.57)	9 (20.93)	4 (20.00)
05	4 (8.89)		1 (8.33)	9 (4.71)	9 (31.03)	7 (5.93)	3 (5.36)	1 (2.33)	2 (10.00)
06	3 (6.67)	1 (5.56)	1 (8.33)	12 (6.28)	1 (3.45)	17 (14.41)	3 (5.36)	14 (32.56)	2 (10.00)
07				8 (4.19)	2 (6.90)	23 (19.49)	5 (8.93)	2 (4.65)	2 (10.00)
08				1 (.52)		1 (.85)		1 (2.33)	
09	1 (2.22)			3 (1.57)	1 (3.45)	7 (5.93)	12 (21.43)		1 (5.00)
10	10 (22.22)	3 (16.67)		25 (13.09)	8 (27.59)	16 (13.56)	6 (10.71)	3 (6.98)	4 (20.00)
11	6 (13.33)	1 (5.56)	4 (33.33)	25 (13.09)	6 (20.69)	16 (13.56)	5 (8.93)	6 (13.95)	2 (10.00)
12	1 (2.22)			3 (1.57)		1 (.85)	1 (1.79)	1 (2.33)	

Academic

56. (Across) What is the composition of your class?
57A. (Down) Yes. Give reasons why they should be separated.

	Male		Female		Mixed		Both	
Some subject matter is easier to cover	17	12.50	4	22.22	15	22.39	1	4.76
Their job interest and skills are different	51	37.50	7	38.89	23	34.33	7	33.33
Discipline problems are minimized	35	25.74	6	33.33	18	26.87	7	33.33
They work better separately	29	21.32	1	5.56	10	14.93	2	9.52
Other. Identify	4	2.94			1	1.49	4	19.05

Academic

56. (Across) What is the composition of your classes?
57B. (Down) Should the sexes be separated? No. Give reasons why they should be together.

For normal social development	24	48.98	3	42.86	188	50.40	20	45.45
They work better together	8	16.33	2	28.57	73	19.57	9	20.45
So CVAE classes will not be different from regular classes	17	34.69	2	28.57	111	29.76	14	31.82
Other. Identify					1	.27	1	2.27

Academic

68. Do you see a need for more coordination between academic and vocational subject matter?
If yes, how would you prefer to see additional coordination accomplished?

67. Indicate the time you actually spend coordinating academic and vocational subject matter.

None 88 (21.89)

Coordination: Per Week	Per 6 Weeks	Per Semester	Need for More Coordination: Yes	Need for More Coordination: No
1-3 hrs 90 (22.38)	1-4 hrs 20 (4.97)	1-3 hrs 14 (3.48)	27.36	5.47
4-6 hrs 50 (12.43)			10.69	3.98
7-9 hrs 11 (2.73)		7-12 hrs 10 (2.48)	2.23	0.74
10-12 hrs 15 (3.73)			3.73	2.48

Comparison of Academic Questions 14-19 with 20A-20E

Academic teachers answered the following questions about their CVAE and regular classes.

> What is the total number of CVAE students you teach?
>
> How many of them are failing to date?
>
> How many of these failing are in class with regular students?
>
> What percent absenteeism have you had in your CVAE classes this year?
>
> How many CVAE students have you had to send to the office for disciplinary action this year?

Results of the comparison of information relating to regular and CVAE classes.

Absenteeism:

> 134 teachers (42%) had more absenteeism in CVAE classes, averaging 9.76% more.
>
> 44 teachers (14%) had less absenteeism in CVAE classes, averaging 4.72% less.
>
> 140 teachers (44%) reported absenteeism the same in both classes.
>
> Overall, academic teachers reported 3.46% more absenteeism in CVAE.

Discipline:

> 141 teachers (44%) had more discipline problems in CVAE classes, averaging 12.15% more.
>
> 75 teachers (24%) had frewer discipline problems in CVAE classes, averaging 4.64% less.

Discipline: (Cont)

102 teachers (32%) reported discipline problems the same in both classes.

Overall, academic teachers reported 4.29% more discipline problems in CVAE classes.

Suspension:

97 teachers (30%) had more suspensions from CVAE classes, averaging 7.56% more.

53 teachers (17%) had fewer suspensions from CVAE classes, averaging 4.87% less.

168 teachers (53%) reported suspensions the same for both classes.

Overall, academic teachers reported 1.49% more suspensions from CVAE classes.

Failures:

123 teachers (38%) had more failures in CVAE classes, averaging 11.58% more.

142 teachers (45%) had fewer failures in CVAE classes, averaging 8.23% less.

53 teachers (9%) reported failures the same in both classes.

Overall, academic teachers reported 0.83% fewer failures in CVAE classes.

Academic Analysis of Questions 14 and 15 with Questions 2, 4, 5 A & B, 8 & 9

No Failures - 24 Questionnaires

Subject		Grade Level		CVAE		Reg. & CVAE		20 + Stu.		School	
English	5 (20.8)	None	11 (45.8)	One	7 (29.2)	0	18 (75.0)	0	9 (37.5)	Elem.	1
Math	6 (25.0)	All	6 (25.0)	Two	9 (37.5)	All	5 (20.8)	All	6 (25.0)	Jr.	13 (54.2)
Social		Partial	4 (16.7)	Three	4 (16.7)	Five	1	One	1 (12.5)	Mid.	2 (8.3)
Studies	2 (8.3)	Blank	1	Four	2	E24		Two	1	Sr.	7 (29.2)
Science	5 (20.8)	Voc	2 2	Five	1			Three	1	Jr. Hi.	1
Other	6 (25.0)			?				?	5 (20.8)		
								Blank	1		

20% or Less Failures - 46 Questionnaires

Subject		Grade Level		CVAE		Reg. & CVAE		20 + Stu.		School	
English	13 (28.3)	0	18 (39.1)	One	12 (26.1)	0	35 (76.1)	0	25 (54.3)	Jr.	16 (44.4)
Math	12 (26.1)	All	16 (34.8)	Two	18 (71.8)	All	9 (19.6)	All	10 (21.7)	M	1 (2.8)
Social		Partial	8 (17.4)	Three	6	One	1 (4.3)	One	5 (17.4)	Sr.	19 (52.8)
Studies	8 (17.4)	Voc.	8	Four	2	Two	1	Two	2		
Science	5 (10.9)	Blank	1	Five	7	E46		Three	1		
Other	8 (17.4)			Blank	1			Blank	3		
								?	1		

More Than 20% Failures - 60 Questionnaires

Subject		Grade Level		CVAE		Reg. & CVAE		20 + Stu.		School	
English	21 (32.2)	None	30 (50.0)	One	32 (57.1)	0	34 (58.6)	0	29 (48.3)	Jr.	15 (30.6)
Math	15 (25.4)	All	23 (38.3)	Two	7 (10.3)	All	14 (24.1)	All	24 (40.0)	Mid.	6 (12.2)
Social		One	3 (11.7)	Three	3	Two	1	3 of 4	1	Sr.	28 (57.1)
Studies	11 (18.6)	Two	3	Four	4	Four	3	Four	1		
Science	7 (11.8)	Three	1	Five	2	Six	1	Team	2		
Other	5 (8.5)			Team	1	Team	1	?	2		
				All	4	?	3	Blank	1		
				None	(7.1)	Blank	1				
				Blank	2						

RECOMMENDED ADDITIONAL CVAE UNITS

Vocational Teacher Recommendations: Questions 64A-65A, 64A-65B

Boys:	Grade	None No. Tea.	Indus. No. Tea.	Hm. No. Tea.	VOE No. Tea.	Ag. No. Tea.	Coop. No. Tea.
141 53.40%	7-8	6	38	6	1	1	2
	9-10	8	27	6	2	1	2
	11-12	1	18	4	1	2	15
		15	83	16	4	4	19

Girls:		None No. Tea.	Indus. No. Tea.	Hm. No. Tea.	VOE No. Tea.	Ag. No. Tea.	Coop. No. Tea
123	7-8	5	29	13	2	0	1
46.59%	9-10	6	15	14	3	0	3
	11-12	3	12	5	0	0	12
		14	56	32	5	0	16
Total Boys and Girls:		29	139	48	9	4	35
		10.98%	52.65%	18.18%	3.40%	1.51%	13.25%

Academic Teacher Recommendations: Questions 65A-66A, 65A-66B

Boys:	Grade	None No. Tea.	Indus. No. Tea.	Hm. No. Tea.	VOE No. Tea.	Ag. No. Tea.	Coop. No. Tea.
106 43.18%	7-8	8	33	9	2	0	0
	9-10	5	15	8	4	3	5
	11-12	1	4	4	2	0	3
		14	52	21	8	3	8

Girls:	Grade	None No. Tea.	Indus. No. Tea.	Hm. No. Tea.	VOE No. Tea.	Ag. No. Tea	Coop. No. Tea.
114 51.81%	7-8	9	28	21	1	1	0
	9-10	6	13	13	3	2	4
	11-12	1	5	3	1	0	3
		16	46	37	5	3	7
Total Boys and Girls:		30	98	58	13	6	15
		13.63%	44.54%	26.36%	5.90%	2.75%	6.81%

High Absenteeism and High Discipline

CVAE Failure	Absenteeism % of Diff.	Discipline Problems % of Diff.	Suspension % of Diff.	Failure % of Diff.
50	20	23+23	0	+20
27	30	36+3	18+16	+14
32	40+25	16+9	-3-4	+9
16	20+15	27+25	0	+9
38	50+20	23+13	-0-2	+18
46	40+25	20+18	6+4	+31
9	30+20	23+23	0	+9
6	25+5	33+33	33+33	+6
31	50+45	22+16	0	+11
7	25+25	42+37	0	+2

No CVAE Failures

CVAE Failure	Absenteeism % of Diff.	Discipline Problems % of Diff.	Suspension % of Diff.	Failure % of Diff.
0	20+13	21+20	7+7	0
0	30+25	-1	-4	-3
0	0	28+25	0-4	0
0	5	56+29	13+11	-17
0	5+3	29+23	11+11	-10
0	25+20	5+1	10+8	-15
0	25+25	0	0	-3
0	25+25	-0-8	8+4	-24
0	0	25+21	0	0
0	0	40+40	0	0
0	71+63	28+20	7+7	-5
0	10+5	39+39	0	0
0	5	33+19	9+7	-28
0	25+20	0	0-10	-10
0	5+4	23+23	0	0

High Absenteeism

CVAE Failure	Absenteeism % of Diff.	Discipline Problems % of Diff.	Suspension % of Diff.	Failure % of Diff.
30	40+28	0	30+22	+18
16	40+30	5+5	13+14	+8
2	40+40	3	-0-1	-8
20	30+25	3+3	10+2	+20
15	30+20	5+5	21+9	0
18	26+26	14+14	11+11	+14
46	39+29	15+3	-3-9	+16
7	30+25	-5-5	14+14	+7
10	50+20	-0-7	4+4	-1
12	20+20	4+4	0	+12

High Discipline Problems

CVAE Failure	Absenteeism % of Diff.	Discipline Problems % of Diff.	Suspension % of Diff.	Failure % of Diff.
34	-	46+40	0	+34
46	5+2	61+55	0	+42
14	5+2	21+19	0	+1
7	-5	76+50	26+11	-1
23	11+7	23+21	0	+8
10	15+10	30+26	0	-5
17	0	29+27	0	+10
45	0	30+19	0	+25
38	10+3	23+23	7+7	+13